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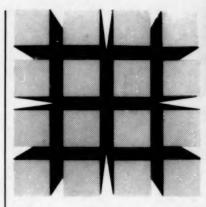
SPECIAL ANNOUNCEMENT

Third ERIC Clearinghouse Changes Location

The competition for the ERIC Clearinghouse contracts was completed at the end of calendar 1987. Two Clearinghouse changes ("Reading and Communication Skills" and "Tests, Measurement, and Evaluation") were announced effective January 1, 1988. The new addresses for the Clearinghouses were provided in last month's issue of RIE. Now a third Clearinghouse change has been announced, effective June 1, 1988:

ERIC Clearinghouse on Rural Education and Small Schools Appalachia Educational Laboratory 1031 Quarrier Street P.O. Box 1348 Charleston, WV 25325

The Clearinghouse list on the inside back cover of RIE has been changed accordingly.



RESOURCES IN EDUCATION

ED 290 830 - 291 862

July 1988 Volume 23/Number 7

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Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

Subscriptions to RIE (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH Clearinghouse

CIJE Current Index to Journals in Education

Comp. Compiler

DHEW Department of Health, Education, and Welfare

Ed. Editor

Accession Number Prefix (ERIC Document) ED

Department of Education

EDRS ERIC Document Reproduction Service

Accession Number Prefix (ERIC Journal Article) EJ

ERIC Educational Resources Information Center

- Government Printing Office **GPO**

 Microfiche MF

 National Institute of Education NIE

OE Office of Education

OERI Office of Educational Research and Improvement

PC Paper Copy

RIE Resources in Education

SN Scope Note UF - Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Cen-- Washington, D.C.: Dept. of Health, Education, and Welfare, National Institute of Education: Supt. of Docs., U.S. G.P.O., rdistributor,

v. : 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76c8209r81prev

Resources in education . . . (Card 2)

Education, National Institute of Education.

Cumulative indexes published semiannually; 1980-

one semiannual

index issued for Jan.-June.

Continues: Research in education. Supt. of Docs. no.: HE 19.210;; ED 1.310;

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. United States. National Institute of Education. II. Educational Resources Information Center.

DNLM: 1. Education-abstracts. 2. Education-indexes. 3. Research Support—directories. Z 5811 R432₁ Z5813.R4

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75-644211

(LB1028)

AACR 2 MARC-S

Library of Congress

76g8209r81grev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in Resources in Education, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order RESOURCES IN EDUCATION."

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HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of Resources in Education which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in Resources in Education are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

ED 290 930 CE 049 633

Cheren, Mark E., Ed. And Others
Learning Management: Emerging Directions for
Learning To Learn in the Workplace. Information Series No. 320.

tion Series No. 320. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 63p. EDRS Price - MF01/PC03 Plas Postage. Alternate Availability—National Center for Research in Vocational Education, Publications Office, Box F. 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. 1N320-\$6.00).

ED 290 931 CE 049 634 Knox, Alan B.
International Perspectives on Adult Education.
Information Series No. 321.

Information Series No. 321. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 59p. EDRS Price - MF01/PC03 Plus Postage. Alternate Availability—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN321-\$6.00).

ED 290 932 CE 049 635

Gordus, Jeanne Prial And Others
Preventing Obsolescence through Retraining: Contexts, Policies, and Programs. Information Series No. 322.

ERIC Clearinghouse on Adult, Career, and Voca-

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio, 59p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN322-\$7.00).

CE 049 636 Hoyt, Kenneth B. Shylo, Karen R. Career Education in Transition: Trends and Impli-cations for the Future. Information Series No.

ERIC Clearinghouse on Adult, Career, and Voca-

tional Education, Columbus, Ohio.; 77p. EDRS Price - MF01/PC04 Ples Postage. Alternate Availability—National Center for Re-search in Vocational Education, Publications Of-fice, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN323-57.00). ED 290 934

CE 049 637

ED 290 934 CE 049 637
Burge, Penny L.
Career Development of Single Parents. Information
Series No. 324.
ERIC Clearinghouse on Adult, Career, and Vocational
Education, Columbus, Ohio.; 47p.
EDRS Price - MF6I/PC02 Plus Postage.
Alternate Availability—National Center for Research in
Vocational Education, Publications Office, Box F, 1960
Kenny Road, Columbus, OH 43210-1090 (Order No.
1N324—\$5.25).

ED 290 935 CE 049 638

McCrory, David L.
Technology Education: Industrial Arts in Transition.
A Review and Synthesis of the Research, Fourth
Edition. Information Series No. 325.
ERIC Clearinghouse on Adult, Career, and Vocational
Education, Columbus, Odio.; 72p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability — National Center for Research in
Vocational Education, Publications Office, Box F, 1960
Kenny Road, Columbus, OH 43210-1090 (Order No.
IN325-\$7,00).

RIE Highlights

ED 291 204 EC 201 971 Learning Disabilities. ERIC Digest #407. Re-vised. ED 290 936 CE 049 639 Jucobs, Ronald L.

Human Performance Technology: A Systems-Based Field for the Training and Development Profession. Information Series No. 326.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. 53p. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p. ERIC Clearingnouse on Handicapped and Offied Children, Reston, Va.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope). EDRS Price + MF01/PC03 Plus Postage.

EDRS Price + MF01/PC03 Plus Postage.

Alternate Availability—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. 1N326-\$6.00). ED 291 205 ED 291 205
Critical Presentation Skills-Research to Practice.
ERIC Digest #449.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope). ED 290 964 CG 020 496 ED 290 964 CG 020 496 Sandeen, Arthur Student Affairs: Issues, Problems and Trends. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 34p. EDRS Price - MF91/PC32 Plus Postage. Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$7.00). ED 291 206 ED 291 206 EC 201 973
Lesson Structure: Research to Practice, ERIC
Digest #448.
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on
Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please
enclose self-addressed envelope). ED 291 012 CG 020 544 Benjamin, Libby Watz, Garry R.
9 for the 90s: Counseling Trends for Tomorrow.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.; 389.
EDRS Price - MP01/PC02 Plus Postage. Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$7.00). ED 291 013 CG 020 545 ED 291 207 ED 291 013
Smith, Robert L.
Human Resource Development: An Overview.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.; 80p.
EDRS Price - MF01/PC04 Plan Postage.
Alternate Availability—ERIC/CAPS, 2108 School
of Edwardin, University of Michigan Ann Arbor. Warger, Cynthia L., Ed. Weiner, Bluma R. Ed. Secondary Special Education: A Guide to Promising Public School Programs.
Council for Exceptional Children, Reston, Va.: Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 189p. EDRS Price - MF01/PC08 Plus Postage. Alternate Availability—The Council for Excep-tional Children, Publication Sales, 1920 Associa-tion Dr., Reston, VA 22091-1589 (\$20.00, \$17.00 of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$9.00). ED 291 017 CG 020 549 Benjamin, Libby
Understanding and Managing Stress in the Academic World. Highlights: An ERIC/CAPS Di-CEC member; Stock No. 322). ED 291 216 Stowitschek, Joseph J. Salzberg, Charles L. Job Success for Handicapped Youth: A Social Protocol Curriculum. ERIC Clearinghouse on Counseling and Personnel ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 3p. EDRS Price - MF01/PC01 Plus Postage. Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259. Protocol Curriculum.
Council for Exceptional Children, Reston, Va.;
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.; 69p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 (\$11.00, \$9.35
members; Publication No. 321). ED 291 164 EA 019 997 EA 019 99/
Hadderman, Margaret L.
State vs. Local Control of Schools. ERIC Digest
Series Namber 24.
ERIC Clearinghouse on Educational Management,
Eugene, Oreg.; 4p.
EDRS Price - MF01/PC01 Plus Postage. ED 291 665 Alternate Availability—Publications, ERIC Clear-inghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

ED 291 665 SO 018 888
Merryfield, Merry M.
The African Social Studies Programme: An Effort
to Improve Curriculum and Instruction across 17
African Nations. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse for
Social Studies/Social Science Education, 2805
East Tenth Street, Suite 120, Bloomington, IN
47405. EA 020 042 ichool-Business Partnerships. The Best of ERIC on Educational Management, Number 89. AASA Edition. ED 291 165 ERIC Clearinghouse on Educational Management,

ED 291 666

Nugent, Helen Jean M.
Teaching about Canada: ERIC Digest No. 44.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Clearinghouse for Social Studies/Social Science Education, 2805
East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405. ERIC Clearingnose on Educational Management, Eugene, Oreg.; 5p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, 1787 Agate Street, Eugene, OR 97403 (free). ED 291 203 Disabilities: An Overview. ERIC Digest #420. Revised.

Revised. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p. EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).

EC 201 973

EC 201 974

EC 201 983

SO 018 888

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identifi-cation number sequentially assigned Clearinghouse Accession Numb to documents as they are processed. Author(s). Sponsoring Agency—agency a sponsible for initiating, funding, and ED 654 321 CE 123 456 managing the research project. Title. Smith, John D. Johnson, Jane Career Planning for Women. Organization where document Central Univ., Chicago, IL. Report Number-assigned by originated. Spons Agency-National Inst. of Education (ED), originator. Washington, DC. Report No. - CU-2081-S Pub Date - May 83 Date Published. Descriptive Note (pagination first Contract- NIE-C-83-0001 Note - 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, Contract or Grant Number. IL, May 15-17, 1983). vailable from-Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25). Descriptors-subject terms found Language-English, French the Thesaurus of ERIC Descripto Alternate source for obtaining that characterize substantive contr Pub Type—Speeches/Meeting Papers (150) document. Only the major terms, preceded to EDRS Price-MF01/PC06 Plus Postage. an asterisk, are printed in the subject Language of Document-docu-Descriptors - Career Guidance, * Career Planning, index. ments written entirely in English are Careers, *Demand Occupations, *Employed not designated, although "English" is Women, *Employment Opportunities, Females, carried in their computerized records. Identifiers - additional identifying Labor Force, Labor Market, *Labor Needs, Octerms not found in the Thesauru cupational Aspiration, Occupations Publication Type—broad categories Only the major terms, preceded by Identifiers - Consortium of States, *National Ocindicating the form or organization of an asterisk, are printed in the subje cupational Competency Testing Institute the document, as contrasted to its subject matter. The category name is Women's opportunities for employment will be followed by the category code. directly related to their level of skill and experience and also to the labor market demands through the **ERIC Document Reproduction** remainder of the decade. The number of workers Service (EDRS) Availability-"MF" needed for all major occupational categories is exmeans microfiche; "PC" means repected to increase by about one-fifth between 1980 produced paper copy. When deand 1990, but the growth rate will vary by occupascribed as "Document Not Available tional group. Professional and technical workers are from EDRS," alternate sources are expected to have the highest predicted rate (39 cited above. Prices are subject to percent), followed by service workers (35 percent), change; for latest price code schedule Informative Abstract. clerical workers (26 percent), sales workers (24 see section on "How to Order ERIC Documents," in the most recent issue percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are Abstractor's Initials. available to them. (SB)

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA-ERIC Processing and Reference Facility	1	JC — Junior Colleges	. 95
CE-Adult, Career, and Vocational Education	1	PS-Elementary and Early Childhood Education	. 102
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CS-Reading and Communication Skills	37	SE-Science, Mathematics, and	
EA-Educational Management	49	Environmental Education	. 116
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HE—Higher Education	71	TM-Tests, Measurement, and Evaluation	. 146
IR —Information Resources		UD-Urban Education	
FL —Languages and Linguistics	66 71	SP—Teacher Education TM—Tests, Measurement, and Evaluation	. 1

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un di ED 290 830 Resources in Education (RIE), Volume 23, N

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. In-formation Systems Div.

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Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Jul 88

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402. On annual subscription, \$51.00 (Domestic), \$63.75 (Foreign).

Pub Type—Reference Materials - Bibliographies
(131)—Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available fross EDRS.

able from EDRS.
Descriptors—*Abstracts, Catalogs, Education,
*Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly at stract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational stracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed in the property of the cover and other force is lacking the cover and other properties. tape database prior to publication of the printed journal and therefore is lacking the cover and other journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

CE 047 965 ED 290 831 Robinson, Betty
Job Club/Literacy Education Program Manual,
White Plains Adult Education Center, N.Y.
Spons Agency—New York State Education Dept.,
Albany. Div. of Continuing Education.
Pub Date—86

RIE JUL 1988

Note—53p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Economically Disadvantaged, *Employment Potential, Employment Programs, *Job Search Methods, *Literacy Education, *Unemployment, *Welfare

Recipients
Identifiers—*Job Clubs

Identifiers—"Job Clubs
This manual presents a model with all of the ancillary components that have made the Job Club/Literacy Education Program a successful undertaking for the White Plains (New York) Adult Literacy Program. Section I for administrators focuses on establishing the service (assessing the need, funding, developing linkages, location), managing the program, program objectives, and what the project accomplishes for adult education and for other agencies. A manager's checklist is provided. Section II addresses providing services to the client. It contains a philosophical statement and describes the basic skills component, learning laboratory, the assessment process, and the Job Club component. Other contents include the Job Club philosophy and descriptions of the recruitment/referral process and retention process. Appendixes include a comparidescriptions of the recruitment/referral process and retention process. Appendixes include a compari-son of career counseling and Job Club, staffing, cli-ent sequence chart, literacy education sequence chart, Job Club training sequence chart, sample in-take schedule, literacy education progress report, Department of Social Service referral letter, Job Club schedule and sample, and a news article on welfare recipients who must work to receive bene-fits. (YLB) fits. (YLB)

ED 290 832 CE 048 793 Sloan, Gail M. And Others
Critical Issues in BOE and Their Impact on
Connecticut Business Education Programs. Final

RESCUE, Litchfield, CT. Spons Agency—Connecticut State Dept. of Educa-tion, Hartford. Div. of Vocational, Technical, and

Adult Education. Pub Date—30 Jun 87

Pub Date—30 Jun 87

Note—23p; Document contains light type.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Basic Skills, *Business Education,

Competency Based Education, *Curriculum Development, Educational Objectives, Evaluation

Criteris, *Office Occupations Education, *Program Content, *Program Improvement, Secondary Education, *Statewide Planning, Student

Evaluation, *Statewide Planning, Student Evaluation

Evaluation
Identifiers—*Connecticut
During the 1986-1987 school year, a study was
undertaken to examine four issues that are critical
to business and office occupations education (BOE)

in Connecticut. These issues were whether (1) the in Connecticut. These issues were whether (1) the primary purpose of secondary BOE should be to prepare students for specific occupations or to prepare students for other goals; (2) standard competencies or traditional grading standards should be used to measure students' skills; (3) students entering BOE programs should be tested for basic abilities in reading, math, and writing before entry into the program; and (4) BOE should stress skill development or whether couls emphasis should be placed the program; and (4) BUE should stress skill development or whether equal emphasis should be placed on management and logical thinking skills. The procedures used included a literature review a survey of the business community, business teachers, high school principals, superintendents of schools, and calded the process of schools, and calded the programs of the programs of the process of the programs of the program of the program of the programs of the programs of the program of the program of the programs of the program of th guidance personnel; a review of the Connecticut As-sesament of Educational Progress in Business and Office Education; and reviews of Connecticut's existing business curriculum and common core of learning. The study indicated that although there is some movement in some schools to address the aforementioned issues, such efforts are clearly not being made in all of the state's schools. For these being made in all of the state's schools. For these reasons, it was recommended that the statewide curriculum be reviewed and that specific curriculum changes be made in the curriculum. Specifically units on critical thinking, problem solving, decision making, logical thinking, human relations, management, and communications should be included. (A bibliography of the sources consulted in the literature review and a list of the critical issues in business education survey are apneaded.) (MN) education survey are appended.) (MN)

CE 048 794 Mannebach, Alfred J. And Others
Revising and Updating the Animal Science Components of the Connecticut Vocational Agriculture

Curriculum ecticut Univ., Storrs. Dept. of Educational Leadership.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education

Pub Date—Jun 87
Note—353p.; Document contains some light type.
Pub Type—Guides · Classroom · Teacher (052)
EDRS Price · MF01/PC15 Plus Postage.
Descriptors—*Agricultural Education, Agricultural
Occupations, *Agricultural Fooduction, Animal
Caretakers, Animal Facilities, *Animal Husbandry, Behavioral Objectives, *Curriculum Development, Dairy Farmers, Entrepreneurship,
Farm Occupations, Horses, Job Skills, Laboratory
Animals, Learning Activities, Lesson Plans, Livestock, Secondary Education, *Statewide Planning, Veterinary Medicine, Vocational Education
This guide is intended for use in teaching Connecticut's revised animal science curriculum at regional vocational agriculture centers. Like its
predecessor, this curriculum includes exploratory

(intended for grades 9 and 10) and specialized (intended for grades 11 and 12) animal science units and is based on the following major areas of agriculture: animal science, plant science, agricultural mechanics, and natural resources. In this revised version of the curriculum, esch unit has integrated in it a section on related potential employment or entrepreneurship job titles and relevant competencies needed for employment or self-employment success. The exploratory units deal with the field of animal science, animal selection, and basic animal care. The specialized animal science units cover the following topics: animal reproduction and genetics; animal health; animal nutrition; production of dairy cattle, poultry, berf, sheep, swine, horses, goats, rabbits, forage, and specializy animals; dairy production; meat products; care of laboratory animals; veterinary services; pet care and services; and riding and horsemanship. Each unit contains some or all of the following: unit title, unit length, grade(s) taught, objectives, related job titles and relevant competencies, a content outline, teacher activities, student activities, evaluation, resources, a bibliography, and sources of pertinent educational media. (MN)

ED 290 834 CE 048 855

ED 290 834

Steword, T. G. Alexander, D. J.

Information and Guidance on Adult Learning Opportunities in Scotland: A Study of Issues and Current Provision.

Edinburgh Univ. (Scotland).

Spons Agency—Scottish Education Dept.,

Edinburgh.

Bub Date—Aug 87

Pub Date-Aug 87

Pub Date—Aug 87
Note—141p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Adult Education, "Adult Programs,
Adult Students, Continuing Education, Delivery
Systems, Distance Education, Educational
Needs, "Educational Policy, "Educational
Trends, Foreign Countries, Futures (of Society),
Government Role, Guidance Programs, Institutional Cooperation, Lifelong Learning, Policy,
Formation, "Post High School Guidance, Postsecondary Education, "Program Improvement,
Technological Advancement
Identifiers—"Scotland
This report is an overview of the current state of

Technological Advancement Identifiers—Tsoculand
This report is an overview of the current state of adult education and guidance in Scotland, focusing on issues and problems and suggesting methods of helping more adults take advantage of educational opportunities. The report is organized in aix chapters. The first chapter surveys policy and conceptual issues in the development of guidance for adult learning. Topics explored include developments in adult and continuing education in Scotland, the challenge of change, local structures, organization and resources, and issues for consideration in policymaking. Chapter 2 focuses on developments, innovations, and issues in guidance in Renfrew, and Chapter 3 covers the same material for Lothian. Information such institute that the same that the subjects of the fourth chapter. Issues raised in this chapter concern current arrangements, barriers to development, a paradigm shift in guidance, national coherence, and delivery system improvement. Chapter 5 reports on a survey of current arrangements in provision of guidance, and the final chapter contains a summary and conclusion with recommendations. The questionnaire and responses from the survey described in Chapter 5 are provided in appendices. (KC)

CE 048 856

ED 290 835

Alexander, D. J. And Others

A Study of Policy, Organisation and Provision in Community Education and Leisure and Recreation in Three Scottish Regions.

Nottingham Univ. (England).

Spons Agency—Scottish Education Dept., Edinburgh.

Report No.—ISBN-0-902031-99-6

Pub Date—20 Jan 84

Note—585p.

Available from—Scottish Academic Presa, 33

Montgomery Street, Edinburgh, Scotland EH7

5JX.

SIX

5JX.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP03/PC24 Plus Poetage.
Descriptors—Adult Basic Education, *Adult Education, *Adult Programs, *Community Education, *Adult Reeds, Foreign Countries, *Leisure Education, Leisure Time, Participant

Characteristics, Postsecondary Education, Program Implementation, Program Improvement,
*Recreation, Rural Education
Identifiers—*Scotland
This document describes a study conducted to
examine the effectiveness and efficiency of the provision of leisure and recreation services and commumity education services in selected areas of the
18-month-long study gathered 826 responses from
1,060 questionnaires issued in order to study the
linkages between the two services and the acope of
services of each. This report is organized in four
parts containing a total of 14 chapters. Part I provides an introduction to the study, historical background, and an explanation of the methodology and
structure of the report. Part II contains an overall
view of developments in community education and
leisure and recreation, and Part III presents a series
of case studies of some of the work within these
areas. Covered are community centers, adult basic
education, informal further/adult education, community development, a district sports center and
swimming pool, sports development, the Countryside Ranger Services, and arts development in Fife
and Tayside. Part IV is the final Chapter 14, which
provides a summary and analysis of the major findings of the research. References and appendices that
contain the questionnaire and details on the research are included. (KC)

ED 290 836 CE 049 225

Rogers, Alon
Universities and the Outside World: The Role of
the Universities and Colleges in Adult and Continuing Education and Extension.
Education for Development, King's Lynn (En-

giand). Pub Date -87

lote-27p.; For related documents, see CE 049 226-227.

Available from—Education for Development, Ulph Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom PE31 8EL (1.50

Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom P531 8EL (1.50 pounds, including postage; 12 copies: 15 pounds). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—Adult Education, *College Programs, Community Education, *Continuing Education, *Educational Philosophy, Educational Practices, *Extension Education, Foreign Countries, *Institutional Mission, Nonformal Education, Post-secondary Education, *Role of Education, Post-secondary Education, *Role of Education, Post-secondary Education, which is report is one of a series of booklets prepared especially for extension workers and others engaged in development programs within or outside universities. It discusses what is meant by extension when applied to universities and reviews the various forms of extension (preentry courses, part-time courses, para-university courses, post-university programs, and professional studies). It examines briefly some of the possible structures that can enable a university to engage in extension and suggests that each university has a mission to fulfill. Self-study questions are provided throughout the booklet. (KC)

CE 049 226 ED 290 837

Rogers, Alan Teaching Adults in Extension, Education for Development, King's Lynn (En-gland).

gland). Report No.—ISBN-1-870447-00-X Pub Date—87

iote-61p.; For related documents, see CE 049 225-227.

Note—61p.; For related documents, see CE 049
225-227.
Available from—Education for Development, Ulph
Cottage, Church Plain, Burnham Market, King's
Lynn, Norfolk, United Kingdom PE31 8Bl (2.00
pounds, including postage; 12 copies: 20 pounds).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Adult Development, "Adult Education, "Adult Learning, Adult Programs, "Adult
Students, Anxisty, Behavioral Objectives, Classroom Techniques, Carriculum Development,
"Extension Education, Foreign Countries, "Student Characteristics, Student Participation, Student Characteristics, Student Participation, Students, Stude

taking the time to outline the goals of a course clearly and to determine students' reasons for taking particular courses, the principal distinguishing characteristics of adult learners (perspective, autonomy, and maturity), and teaching methods that are especially appropriate with adult learners. The differences between teaching and learning, the concepts of teachers as agents and students as learners, the importance of setting clear goals and objectives, and the relationship between course content and teaching methods are examined. A series of generalization about adult learners is presented, and the major changes that occur through the adult development cycle are outlined. The four main areas of learning-skills, knowledge, understanding, and attitudes-are described, and the importance of motivation in adult learning is stressed. The next chapter clarifies the relationship among goals, objectives, and outcomes. Learning groups and the roles of teachers and learners in learning groups are discussed. Guidelines for developing the curriculum, selecting course content, and choosing appropriste teaching methods are presented. The next two chapters desail with blocks to learning and anxiety. The final two chapters describe ways in which teachers can evaluate their performance and encourage their adult students to take as active a role in their own learning as possible. (MN)

ED 290 838 CE 049 227

Rogers, Alan
Teaching Methods in Extension.
Education for Development, King's Lynn (England).
Pub Date—87

41p.; For related documents, see CE 049 225-226

225-226.

Available from—Education for Development, Ulph Cottage, Church Plain, Burnham Market, King's Lynn, Norfolk, United Kingdom PE31 8EL (1.50 pounds, including postage; 12 copies: 15 pounds). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Adult Education, Audiovisual Aids, Conventional Instruction, Diagnostic Teaching, "Discovery Learning, "Experimental Teaching, "Extension Education, Foreign Countries, Lec-ture Method, Peer Teaching, Postecondary Edu-cation, Questioning Techniques, Role Playing, Simulation, Small Group Instruction, "Student Evaluation, "Student Participation, "Teaching Methods."

Byaluation, "Student Participation, "Teaching Methods
This booklet is intended to help individuals teaching in extension programs select teaching methods that are appropriate to the subject of their particular course, the number of students enrolled in the course, its time and duration, and the place in which it is being held. The first chapter discusses the importance of making a conscious choice of teaching methods and combining several methods in any given course. The second chapter explains the differences between expository, discovery, participatory, and evaluative teaching methods. The next four chapters cover each of these techniques in greater detail. Expository methods are discussed from the standpoint of lecture techniques and the use of blackboards, overhead projectors, teaching aids (audio and visual), and demonstrations. The chapter on exploratory methods includes guidelines for using various discovery methods (reading, projects, case studies, surveys, visits) and experimental methods (practice, trial and error, problem solving, group learning activities). Various participatory methods, including group discussion, debate, subgroups, buzz groups, snowball sessions, introductions, peer teachers, role plays, simulations, and dramas are discussed next. The chapter on teaching methods in evaluation covers questions, tests, quizzes, exercises, and self-assessment. The importance of adequate planning and preparation are discussed in the final chapter. (MN)

ED 290 839 CE 049 250 CE 049 250
O'Malley, Peggy, Comp. Person, Jean, Comp.
The Indiana Implementation Handbook for Principles of Technology,
Indiana Univ., Bloomington. Vocational Education
Services.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—[87] Note—185p.

Methods

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Course / Content, Course Organiza-

RIE JUL 1988

tion, High Schools, Occupational Information, Physics, *Program implementation, *Secondary School Science, State Curriculum Guides, Stu-dent Recruitment, *Technology, Vocational Edu-

ntifiers-Indiana, *Principles of Technology

cation leantifers—indiana, *Principles of Technology (Course)
Principles of Technology (PT) is an applied science course intended for high school vocational students. It emphasizes the basic principles of physics that form the foundation of modern technology, combining science and mathematics concepts with hands-on laboratory experiences. This handbook helps teachers and administrators in Indiana implement the PT course for statewide use. The guide is organized in eight sections. The first section describes the implementation plan for the state of Indiana, providing information on course design and content. In the second section, information is provided to help schools plan and organize a PT course. The third section contains information for teachers on recruiting students and using the textbook effectively, and the fourth section provides occupational information for counselors. An implementation timeline occupies the fifth section. The sixth section is a guide to information disseminatoria, including press releases and informational materials. The final two sections explain how to order materials and manage the laboratory and equipment. (KC)

CE 049 251

ED 290 840

Research-Based Model for Adult Consumer-Homemaking Education.

Ball State Univ., Muncie, Ind.

Spons Agency—Indians State Board of Vocational and Technical Education, Indianapolis.

and Technical Education, Indianapolis.
Pub Date—36
Note—244p.
Available from—Vocational Education Services,
840 State Road 46 Bypass, Room 111, Indiana
University, Bloomington, IN 47405.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adult Education, *Adult Programs,
*Consumer Education, Delivery Systems, Educational Planning, Home Economics, *Homemaking Skills, *Marketing, *Models, *Program Inplementation
This model is designed to be used as a guide by all

plementation

This model is designed to be used as a guide by all teachers and designers of adult vocational consumer and homemaking courses who usually function as program planners. Chapter 1 contains an operational definition, the rationale, and description of intended users. Chapter 2 presents the model description with an overview and discussion of the major components: planning, marketing, delivery, and evaluation. The fully developed model concludes the chapter. Chapters 3-6 cover planning, marketing, delivery, and evaluation. Each chapter contains guidelines for these strategies and resources that may be used. A 29-item bibliography is included. (YLB)

CE 049 255

Dwyer, Margaret M. McRae, Michele, Ed.
Indiana Partners in Education Handbook.
Hoosiers for Economic Development Committee,
Indianapolis, IN.
Spons Assets

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jan 85 Note—178p.

Pub Date—Jan 85
Note—178p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Business Responsibility, *Community Role, Cooperative Programs, Education Work Relationship, Elementary Secondary Education, Institutional Cooperation, *School Business Relationship, *School Role, *Volunteers Identifiers—Indiana
This handbook was developed to encourage business/education partnerships and provides some examples. It then outlines principles for a successful partnership, warns against possible pitfalls, and estimates partnership costs. In the second section, the role of the difference of the community in partnerships is addressed. The third section describes the role of the business partners, Topics explored include benefits from the business perspective, characteristics of a successful business partner, the role of the chief executive officer, and the business volunteer leader's role. The fourth section discusses the school's role, including RIE JUL 1988

benefits from the school perspective, characteristics of a successful school partner, and the roles of the school principal, school volunteer leader, and the educator volunteer. The bulk of the document coneducator volunteer. The bulk of the document con-sists of training materials on the following subjects: company-school collaboration, recruiting and asses-sing a partner, volunteer leaders, managing a suc-cessful partnership, effective groups, and program design, implementation, promotion, and evaluation. (KC)

CE 049 352 ED 290 842

ED 290 842

Tucker, John D.

Distance Learning Program for Delivery of Adult
Basic and Secondary Education. Program Year
1986/87. Final Report.

Odessa Coll., TX.

Spons Agency—Texas Education Agency, Austin.
Div. of Adult and Community Education Pro-

grams.

Pub Date—87

Note—104p.; Attachments F and G are not included in this document.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Programs, *Distance Education, *Educational Television, *High School Equivalency Programs, Program Development, *Program Implementation

Identifiers-*General Educational Development

Identifiers—"General Educational Development Tests

The purpose of a project was to develop a comprehensive distance learning system for undereducated adults not being served through traditional adult education classroom instruction. Odessa College (Texas) developed and implemented a televised delivery system for General Educational Development that complemented and supplemented existing adult education programs and could be incorporated into regular program operation without significantly increasing program costs. Activities included the formation of an advisory board, broadcast within a 40-mile radius of Odessa, publicity, student enrollment, and development of a project implementation manual. Project products were an enrollment form, student contact and support services forms, outline for plan to assist business/industry/agencies, sample questionnaire to verify contact hours, student response sheets, supplemental workbooks and exercises, and a project implementation guide. (Appendixes include the project products and other materials and correspondence. Attachments are comprised of sample questions to verify contact hours, student response sheets and questionnaires for contact hours for reading and science, social studies and writing, and math; and the supplemental guide for the math workbook.) (YLB)

CE 049 398

ED 290 843

CE 049 398

Blank, Joan W.

Program Standards for Business Education. Vocational Education Program.

Pub Date—[87]

Note—9p.; Document printed on light green paper.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Standards, Advisory Committees, Articulation (Education), Business Education, Course Content, Curriculum, "Curriculum Development, Educational Equipment, Elementary Secondary Education, "Entrepreneurship, Equal Education, Coupstional Clusters, "Program Content, Small Businesses, Special Programs, "Statewide Planning, Student Organizations

Identifiers—Future Business Leaders of America, "Wisconsin

Comprehensive business education programs must serve the total school population through a relevant curriculum oriented toward providing career direction, a sound foundation for advanced study, and the development of employability and job skills. A comprehensive program consists of many components, including curriculum, equipment, advisory committees, student organizations, staff, and students. To be complete, business programs must encompass the areas of administrative services, accounting, and business enterprise. Course titles, position descriptions, student materials, and curriculum guides must be updated to eliminate stereotyping and incorporate current trends in business education. Because of the increasing importance, the following topics should be covered in individual courses: keyboarding, business communications, entrepreneurship/free enterprise, human

relations, microcomputer applications, information processing, dictation and transcription, business concepts, business procedures, and business occupations. In schools where only one advanced instructional program component is offered in business education, the planned activities and experiences should be individualized and designed to accommodate students from all three clusters (administrative service, accounting, and business enterprise occupations). The areas of articulation, state-of-the-art equipment, equity, business advisory committees, and special needs must also be given adequate consideration. (MN)

CE 049 421 ED 290 844

Stern, Dena Shaver Cooperative Career Education Program.

Cooperative Career Education Program.
Pub Date—Dec 87
Note—Bp.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV. December 6-10, 1987).
Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Education Work Relationship, "Industrial Training, Mainstreaming, Maintenance, "School Business Relationship, "School Community Programs, Secondary Education, Severe Disabilities, "Severe Mental Retardation, Transitional Programs, Vocational Education, "Vocational Rebabilitation, "Work Experience Programs

Transitional Programs, Vocational Education,
Vocational Programs, Vocational Education,
Vocational Programs, Vocational Education,
Vocational Programs, Vocational Education,
Vocational Programs, Vocational Education,
Work Programs, Work Inc.
Work Inc., a community rehabilitation center
south of Boston, provides moderately to severely
disabled (primarily mentally retarded) students with
paid work opportunities while they are still in
school. In the Work Inc. program, the Greater Boston
business community becomes part of the daily
curriculum of 500 students in 35 different communities within a two-hour radius of Boston. The program is based on a cooperative model that combines
the strengths of the school and the community rehabilitation center. Work Inc. provides direct help to
schools in the form of consultation services. Students are given assistance in making a smooth and
effective school-to-work transition through two programs—an in-school work program and a community
employment program. In the in-school work program, students spend between one and three hours
daily doing industrial subcontract work (including
salvaging, collating, sorting, assembling, packing,
and heat sealing). Students are paid approximately
half the going industrial rate, earning about \$36.00
for two weeks' worth of industrial work (two Hours
each day). The community employment program
provides supported employment at 24 sites, offering
a variety of industrial and janitorial experiences.
The program is based on an enclave model with 5-10
workers. The average two-week paycheck for a
time the
supported employment at the
supported employment at
supported employment
at 24 sites, offering
a variety of industrial and janitorial experiences.
The program is based on an enclave model with 5-10
workers. The average two-week paycheck for a
suited throwing 50 percent of the time is \$55.00 at an
industrial site and \$75.00 for janitorial work training
(30 hours per week). Besides providing disabled stude industrial site and 575,000 in jamonian was training (30 hours per week). Besides providing disabled students with valuable work experience, Work Inc. has raised parents', teachers', and administrators' general awareness of the students' abilities. (MN)

CE 049 424 ED 290 845
CE 049 424
Topping, K. J. Scoble, J.
Ryedale Adult Literacy Paired Reading Training
Pack.
Kirklees Metropolitan Council, Huddersfield (En-

giand). Pub Date—86

giand).
Pub Date—86
Note—61p.
Available from—Paired Reading Project, Kirklees
Psychological Service, Oastler Centre, 2nd Floor,
103 New Street, Huddersfield HD1 2UA, England (text and videocassette: 11.70 pounds).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Adult Learning, *Adult Literacy,
Classroom Techniques, Foreign Countries, Interactive Video, *Literacy Education, *Peer Teaching, Program Content, *Reading Instruction,
Teaching Methods, *Volunteers
Identifiers—Great Britain
The Ryedale Adult Literacy Paired Reading
Project pairs tutors and adults with reading difficulties. In the Ryedale Project pairs tutors and adults with reading difficulties. In the Ryedale Project pairs tutors and adults with reading difficulties. In the Ryedale program, tutees choose reading
material that is within the tutor's readability level.
The tutor and tutee read aloud together at the tutee's pace until the tutee has made enough progress
to read aloud alone. When tutees feel ready, they
signal nonverbally to read alone. The ultimate goal

of the reading session is to increase tutees' spans of correct reading and have them develop the capacity for self-correction. Praise plays a crucial role in the model and is provided at all stages, including the joint oral reading, the tutee's decision to attempt solo reading, and the solo reading itself. This training packet is intended to help volunteers learn to tutor within the framework of the paired reading paranagement. The scope of the adult illiteracy problem, the history of the sduit literacy movement from 1973 onward, and ways in which the problem can be addressed are discussed in an overview. The history and services offered through the Ryedale Adult Literacy Paired Reading Project are described, and selected project publicity materials are provided. The procedures for conducting a group training session for volunteer tutors and an instructional outline for the training session are included. A pamphlet referred to as a dictionary of praise has been provided to help tutors refer to and record their pupils progress in a way that is both constructive and encouraging. A flowchart explaining the paired reading methodology is also included. The materials in the pack are designed for interactive use with a related videocassette. (MN)

ED 290 846 CE 049 430

Parsons, Cynthia
SerVerment-The First Year, 1986.
Report No.—ISBN-0-9617872-1-X
Pub Date—87
Note-60p.; For a related document, see CE 049 431

Available from—Vermont Schoolhouse Press, P.O. Box 516, Chester, VT 05143 (\$8.00 plus \$1.25

Box 516, Chester, VI US143 (38.00 pms starpostage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MP01/PCB3 Plus Postage.

Descriptors—Mediumity Programs, High Schools, "High School Students, Intergenerational Programs, Program Development, Program Implementation, "Social Responsibility, "Statewide Planning, "Student Participation, "Volunting

Implementation, "Social Responsibility, "State-wide Planning, "Student Participation, "Volunteers and the Planning, "Student Participation, "Volunteers SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's first year of operation, i. I high achools were awarded minigrants to be used in developing programs in which student volunteers would work to improve their local communities. The following programs were initiated: a program in which teams consisting of high school students and a senior citizen or faculty member organized annual spring and autumn clean-ups of senior citizens' yards and house; a program in which special education students took part in improving a local outdoor recreation area; a program to clean up the community common; a seat belt education campaign: a community service auction; a program in which high school students staged a musical performance for local senior citizens; a program in which high school students are making welcome signs for their town; a leadership forum to honor senior citizens who have made some important contribution to their town in the past; a student-sponsored combination art exhibit, concert, and luncheon for senior citizens; a library side program to help other students improve their study and research skills; a local history presentation to help elementary school children become familiar with their town and learn teather than the same time; an intergenerational achool luncheon program; and a greeting card and distert writing program in which students correspond with senior citizens on special occasions. (Appendixes compraining two-thirds of the document include miscellaneous programs memos, a sample program inventory sheet, a list of SerVermont minigrant winners and contacts, a program announce dixes comprising two-thirds of the document in-clude miscellaneous programs memos, a sample program inventory sheet, a list of SerVermont mini-grant winners and contacts, a program announce-ment and application, an expenditures memo, and assorted news articles about SerVermont.) (MN)

ED 290 847 CE 049 431 Pursons, Cynthia SerVerwont-The Second Year, 1987, Report No.—ISBN-0-9617872-1-X Pub Date—88

Note-60p.; For a related document, see CE 049

430.
Available from—Vermont Schoolhouse Press, P.O.
Box 516, Chester, VT 05143 (\$5.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/POL3 Plus Postage.
Descriptors—*Community Programs, Financial

Support, High Schools, "High School Students, Intergenerational Programs, Program Development, Program Implementation, "Social Responsibility, "Statewide Planning, "Student Participation, "Volunteers Identifiers—"SerVermont, Vermont SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's second year of operation, 15 high schools were awarded minigrants (320) if note teacher was involved, 3300 if more than one teacher was involved) to be used in developing programs combining in-class academic study and student involvement in community service. SerVermont also sponsored a program in which teams of light high school-aged campers and two college-aged leaders worked together to help a single farmer for a concentrated five-day week. A series of teacher workshops was held to solicit ideas on ways in which high school students could serve their local communities, and SerVermont's coordinator spoke at several conferences throughout the state to explain the program and discover ways of expanding it. There has been considerable interest in developing programs in which high school students provide various services to senior citizens as well as in programs which high school students and senior citizens. SerVermont is also considering starting a program of awarding grants to schools to offer all-night alcohol-free parties for graduating seniors throughout the state. (Appendizes include various program memos and four newspaper articles about SerVermont.) (MN)

CE 049 457

ED 290 848

CE 049 457

Golightly, Sieven J.

National Alliance of Business Sales Techniques
and Results (STAR).
Pub Date—8 Dec 87

Note—12p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV,
December 6-10, 1987).
Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Frice —MFBI/PC01 Plas Postage.

Descriptors—Cooperative Education, "Counselor
Role, Counselor Training, Guidelines, Inservice
Tascher Education, "Job Placement, Job Skills,

"Job Training, Persuasive Discourse, Postsecondary Education, "Salesmanship, Secondary Education, Skill Development, Teacher Education,

"Teacher Role, Training Methods
Identifiers—"National Alliance of Business, "Sales
Techniques and Results (Frogram)
This paper presents an overview of the Sales
Techniques and Results (Frogram)
This paper presents an overview of the Sales
Techniques and Results (TAR) training program
developed by the National Alliance of Business in
conjunction with IBM. The STAR training program
can be used to help vocational directors, teachers,
and counselors to be better salespersons for cooperative education or job placement programs. The paper describes 11 basic assumptions on which STAR
is based. These ideas are described under the following headings: (1) people who help other people obtain jobs are sales representatives; (2) the
customer-oriented selling approach; (3) focusing on
the customer; (4) call phases; (5) communication
skills; (6) three kinds of customer obstacles; (7) true
concerns versus requests for information; (8) the
social styles approach; (9) think, feel, behave; (10)
"cross" foil (social styles); and (11) assumptions
about versatility. The paper concludes with a
10-question true/false test about STAR, with answers and explanations provided. (KC)

ED 290 849 CE 049 462

ED 290 849

Adams, Patricia And Others

Basic Skills Competencies for Career Enhancement. Procedural Guide, Carriculum, Lesson Plans, and Marketing Brochure for Model On Site ABE Classes in Government and Industry. Final Report and Final Products for ABE 310 Project 40:272.

North Seattle Community Coll., Wash. Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date—30 Sep 87

Note—36p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Pries - MF01/FC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Basic Skills, Competence, Competency

Based Education, "Corporate Education, "Government Employees, Learning Activities, Lesson Pians, "Literacy Education, "Local Government, Marketing, Models, Outcomes of Education, Pilot Projects, Program Development, Public Relations, Reading Instruction, Skill Development, Two Year Colleges, Writing Instruction Identifiers—310 Project, "North Seattle Community College WA
This document describes a demonstration pilot project that brought Washington's North Seattle Community College (NSCC) instructors together with the staff training office of the City of Seattle. With a 310 grant, the NSCC Adult Education Division offered a successful basic skills course on-site for City of Seattle employees. The procedural guide included in this document shows the steps NSCC adult education instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this document is a competency-based program of instruction in basic skills that includes the syllabus, pretests and posterest, assignments, lesson plans, competencies, and job-related materials for the reading and writing and test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills. (KC) skills. (KC)

ED 279 850 CE 049 466 Region V Study of Access, Services and Banefits from Vocational Rehabilitation 1972 to 1984: A Gender Perspective. Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst. Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington Disc. DC.

Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 87
Note—112p.
Available from—Research and Training Center,
Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751
(37.50).

Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (\$7.50).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accessibility (for Disabled), Access to Education, Agency Cooperation, Disabilities, Equal Education, Fernales, Males, *Outcomes of Education, Postsecondary Education, Porgram Effectiveness, Program Improvement, *Sex Differences, *Sex Discrimination, Sex Fairness, State Programs, *Vocational Rehabilitation
The vocational rehabilitation agencies in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) cooperated in a study to determine whether there were systematic gender differences along inpus, program, and output dimensions among the state vocational rehabilitation programs in the region over a 13-year period, 1972-1984. The interdependence of gender, as well as fiscal year, on acceted state-level indexes of client characteristics, service delivery, and program impact was examined using a study group approach. Data for the study were drawn from the R-300 data files that are submitted annually by each state agency to the Rehabilitation Services Administration. The study found important differences in characteristica, service patterns, and outcomes and impacts of the vocational rehabilitation program on men and women and women in the region. The results indicate a serious problem of inequity in the impacts of the vocational rehabilitation program on men and women with disabilities did not acquire financial resources and occupational success at the conclusion of rehabilitation comparable to those achieved by men. The research clearly demonstrated that women with disabilities did not acquire financial resources and occupational success at the conclusion of rehabilitation comparable to those achieved by men. The research relearly demonstrated that women with disabilities did not acquire financial resources and occupational success at the conclusion of rehabilitation comparable to those achieved by men. The researc

ED 290 851

CE 049 470

DOD Voluntary Education. Determining and Meeting Postsecondary Education Needs in Europe. Report to Congressional Committees. General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-88-12

Pub Date—Dec 87

Note—75p.

Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (first
five copies-free; additional copies-52.00 each;
100 or more-25% discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Adult Education, Community Colleges, "Educational Needs,
Educational Opportunities, Educational Research, "Educational Supply, Extension Education, Higher Education, "Military Personal
Military Service, Military Training, "Needs Assessment, Postsecondary Education, Undergradusite Study

tion, Higher Education, "Military Personnes, Military Service, Military Terisning, "Needs Assessment, Postsecondary Education, Undergraduate Study Identifiers—" Europe
An evaluation of voluntary education programs sponsored by the military services focused on how servicemembers' educational needs are determined and undergraduate education services are provided. Using 19 standards originally developed by the Joint Committee on Standards for Educational Evaluation, the General Accounting Office (GAO) analyzed the services' needs assessment processes. At 10 Army, Air Force, and Navy installations in Europe visited by the GAO, the military services identified the programs or courses servicemembers desired to take largely through informal day-to-day contacts among students, educational program officers, and instructors. This information was supplemented through surveys of servicemembers. The study found that educational services in Europe could be delivered feasibly under the multiple supplier system or under the single provider system that the Air Force has adopted. The decision as to which of the two systems to use revolved largely around questions of competition in the selection of schools and advantages or disadvantages of having more than one institution offer the same courses. (Appendixes, amounting to almost one-half of the report include profiles of community colleges and universities providing undergraduate programs in Europe and the evaluation standards checklist and evaluation results.) (YLB)

ED 290 852

CE 049 471

DC Government Problems Have Created Delays in
Constructing Educational Facilities at Lorion.
Briefing Report to the Chairman, Subcommittee
on the District of Columbia, Committee on
Appropriations, U.S. Senate.
General Accounting Office, Washington, DC. General Government Div.
Report No.—GAO/GGD-88-1BR
Pub Date—Oct 87

Note—36p; Photographs may not reproduce
clearly.

Note—36p.; Photographs may not reproduce clearly.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies-free; additional copies-\$2.00 each; 100 or more-25% discount).

Pub Type—Reports—Evaluative (142)
EDRS Price—MP01/POL2 Plus Postage.

Descriptors—*Adult Education, *Correctional Education, Correctional Institutions, *Educational Facilities, *Educational Facilities Improvement, Educational Facilities Planning, *Local Government, Vocational Education
Identifiers—Criminal Justice Initiative, *District of Columbia
The Department of Public Works (DPW) was pro-

Identifiers—Criminal Justice Initiative, *District of Columbia
The Department of Public Works (DPW) was provided \$12.3 million to construct seven new educational buildings at the correctional institution in Lorton, Virginia. The funds provided under the Criminal Justice Initiative (CJI) were intended to expand the academic and vocational training programs for residents of the District of Columbia's institutions to provide them basic life skills and a trade that they could use upon release to avoid a future life of crime. Programs developed under CJI were to serve as a model for the nation's correctional community. Thirty-eight mooths after architect/engineering firms were selected to design the facilities, DPW had spent about \$6.2 million and had not completed the first facility. Reasons for the construction delays included less time than normal for planning, the disruptive effects of the reorganization that led to establishment of DPW, a lengthy procurement process, inadequate oversight of construction activities, and poor management practices. DPW initiated action intended to minimize such delays on future projects and to improve overall departmental operations. (The briefing report is followed by two appendixes giving background information and detailed study findings and including RIE JUL 1988

photographs of construction progress to June 2, 1987. A third appendix contains comments from the District of Columbia government.) (YLB)

ED 290 853

ED 290 853

Halstead, D. Kent
Cost of Living, Equilibrium Wages, and Cost of
Public Services. City and State Indexes.
Office of Educational Research and Improvement
(ED), Washington, DC.
Pub Date—4 Feb 88
Note—168p.; Tables contain small print.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, "Costs, Geographic
Location, Government Employees, Housing,
"Human Services, "Indexes, Municipalities, "Regional Characteristics, Utilities, "Wages
Identifiers—"Cost of Living
This study presents indexes estimating the cost of living, value of amenities, and equilibrium wages in
579 cities and averages for the 50 states and the District of Columbia. An additional index of the cost of providing government public services is derived from these data. The indexes are intended to be useful tools for employees, unions, citizens, and government officers for incorporating geographical price differences into analyzing and establishing salaries and county, city, and state budgets. The narrative portion of the study discusses the indexes and their use and describes how the indexes were developed. Text tables summarize data. Appendixes include formulas for the derivation of the tindexes. At the end of the report are found these tables: cost of living, value of amenities, equilibrium wages, and cost of public services by city and state, 1985-86; cost of consumption and components by city, 1986; property ownership costs by city, 1985, and home heating and cooling costs by city, 1984.

ED 290 854

CE 049 477

ED 290 854

ED 290 854

CE 049 477

Pacel, David J.

Computerized Distance Delivery of Vocational
Teacher Education.

Pub Date—6 Dec 87

Note—20p; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDBS Price - MF01/PC01 Pius Postage.

Descriptors—*Computer Assisted Instruction, *Distance Education, independent Study, individualized Instruction, innervice Teacher Education, Pacing, Postsecondary Education, Vocational Education, *Vocational Education, vocational Education, *Vocational Education, vocational Education, *Vocational Education Teachers

The University of Minnesota offered an experimental course to teach people to develop performance-based instruction courses and programs for education and industry. Computer-based teacher education was provided through distance delivery independent study with tutoring. The course was designed using the performance-based instructional design procedures being taught. Data were collected from 17 of the 21 people who started the course. Forty-seven percent indicated that their attitudes toward computer-assisted instruction (CAI) changed for the better; 76 percent had very good or good opinions about CAI; 82 percent said that the CAI format of the course windicated that expectations were met. Some unique planning and delivery problems were posed for teacher education shout expectations shout the course indicated that expectations were met. Some unique planning and delivery problems were posed for course at remote locations, savings for teacher education, teaching time, and learner time. Advantages to the delivery method were self-pacing, taking of course at remote locations, savings for teacher education institutions, savings of time and money for students, and higher probability of mastery of course content and higher quality of products. Primary disadvantages were lack of immediate feedback, time to operate a computer, and no textbook for re

ED 290 855

ED 290 650.

Pucel, David J.

Incorporating Affective Skills into Performance Read Vocational Education and Indus-

CE 049 478

trial Training.

Pub Date—31 May 87

Note—30p.; Paper presented at the Mid-America Conference for Vocational-Technical Education (St. Paul, MN, May 31, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (025)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—*Affective Behavior, Affective Objectives, *Competency Based Education, *Employment Potential, Industrial Training, *Instructional Development, Postacondary Education, *Vocational Education

Although those psychomotor procedures that were the basic components of occupations of the industrial age still need to be taught, there is a growing need to teach the cognitive behaviors and affective behaviors associated with information processing and service-related occupations. The techniques that have worked well to teach psychomotor behaviors can and should be modified to embrace the teaching of occupationally related cognitive and affective behaviors. First, job-related affective behaviors that are required for a dapted to teach affective behaviors that are required for a person to succeed in the occupation can be identified through a job analysis. Second, the specific content that an instructor must teach for a learner to acquire those behaviors must be identified through behavior detailing. Third, how the behavior will be taught must be planned. The Performance-Based Instructional Design System contains a lesson structuring (planning) system that is equally applicable to the psychomotor and affective behaviors. (This system is explained and sample charts, checklists and other illustrative materials are included.) (YLB)

ED 290 856 CE 049 479 Off Shore Distance Education. A DISTED Semi-nar (Penang, Malaysia, April 16-20, 1987). DISTED Servicos Sán. Bhd., Penang (Malaysia).

Pub Date—Apr 87 Note—124p.; Portions contain light/marginally leg-

ible type. Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research

(143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, Ancillary School
Services, *Distance Education, *Educational Cooperation, *Educational Needs, Educational Research, Foreign Countries, Higher Education,
Models, Postsecondary Education, *Student

search, Foreign Countries, Higher Education, Models, Postsecondary Education, "Student Needs Nine papers are provided from the seminar, which focused on breaking geographic barriers. Presentations include "So-Who Are Your Clients" (Choo, et al.), which examines demand for tertiary education; "Tertiary Manpower Demand Trends in Malaysia: Some Preliminary Observations" (Wong Poh Kam), which includes a discussion of potential roles of private training institutions in labor force development; "Offshore Distance Education-Models" (Patrick Guiton), which suggests a framework for collaboration; "The Northern Ontario Distance Education Access Network: A Model for Collaboration and Collaboration of Marian Croft), which describes a collaborative model; "Student Support Services-What Do Overseas Students Need?" (Louise Moran, David Edge), which emphasizes an understanding of different cultural and educational contexts; "The Needs of Our Offshore Students" (Stuart Hooking); "Support Services for Distance Education Students" (Jack Foks), which focuses on which services should be provided and how; "Supervision of Teaching and Assessment in an Open Learning Consortium" (D. F. Swift); and "Information and Documentation in Distance Education" (Keith Harry). (YLB)

CE 049 483

ED 290 857

Villela-Minnerly, Lucia
To Think Well, Be Aware and Not Beware of
Contradictions. Draft.

Pub Date—Oct 86

Note—7p.; Paper presented at the Annual Conference of the Illinois Association for Personalized
Learning Programs (Monticello, IL, October
1986).

Pub Type—Opinion Papers (120) — Speeches/

1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning,
Adult Students, *Cognitive Development, *Criti-

cal Thinking, Developmental Stages, *Formal Operations, *Piagetian Theory
In one of his latest works, Piaget (1980) describes the course of development as alternating between periods of relative equilibrium, in which thinking is deductive and discursive, and periods of equilibration, in which thinking is dialectical and constructive. Progressive change depends on these dialectical periods, during which the construction of negations and the awareness of contradiction become vital for development. It is contended that this dialectic is formed in social intercourse. This inner dialogue is an internalization of what was originally an external dialogue, started in infancy and early childhood, between children and their caretakers and peers. Where dialectic demands have not been part of childhood and adolescence, the adult student will have to be confronted systematically with contradictions, in the higher education setting, if formal operations are to be elicited. Formal thinking and a manageable appetite for discrepancy can be elicited. operations are to be elicited. Formal thinking and a manageable appetite for discrepancy can be elicited through the structuring of classroom activities, specifically through classroom exercises in which each student can find his or her own optimal mismatch. The problem presented by the selection, adaptation, and invention of exercises includes making tasks complex enough in form, so that solution would require formal operations, yet circumscribed enough in content, so that their informational aspect could be either assumed or imparted without overtaxing the memory. (YLB) taxing the memory. (YLB)

CE 049 486

Barnes, John A.
Setting Directions for the 1990's. Evolving Directions on the International Scene-The United Kingdom Experience. Kingdom Experience. Pub Date—Dec 87

Note-16p.; Paper presented at the American Vo-cational Association Convention (Las Vegas, NV,

cational Association Convention (Las Vegas, NV, December 6-10, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— *Adult Education, *Educational Change, *Educational Policy, Educational Trends, Foreign Countries, Graduation Requirements, Postsecondary Education, *Program Content, Secondary Education, *Technical Education, Trend Analysis, *Vocational Education

Identifiers—"United Kingdom
In recent years, significant economic, social, and
demographic changes have occurred in the United
Kingdom. These changes have set the stage for a
number of changes in the country's adult and vocational-technical education systems as well. There
have been several notable developments with regard
to the statutory education system (which provides
for the education of children up to the age of 16).
These include the Technical and Vocational Education Initiative (a study of methods of organizing and
managing secondary-level vocational and technical
education), development of a general certificate of
secondary education (which offers a single certificate for graduating students of all ability ranges as
opposed to the previous system of two separate cersecondary coucation (which ofters a single certificates), eaduating students of all ability ranges as opposed to the previous system of two separate certificates), establishment of city and guild business and technician education council foundation programs, and development of a "National Curriculum 5-16." Three elements in the education and training system for persons over the age of 16 have been developed. These are the sixth form (for pupils who expect to transfer to higher education after the age of 18), the technical college (the traditional vocational education route), and the Youth Training Scheme (for early school leavers). In May 1985, the United Kingdom government established a committee to examine the question of vocational qualifications and the needs for the future. The committee developed a blueprint for action that called for, among other things, the establishment of a National Council for Vocational Qualifications and the creation of a new national framework for vocational qualifications based on four levels of achievement. When implemented, the recommendations are likely to have an enormous impact. (MN)

ED 290 859 CE 049 488

Duti, Actorda lavest a Day/For Your Future, Summary of a Workshop (Urbana, Ohio, November 20, 1986). Pub Date—[86] Note—41p.; Attachments are printed on colored

Pub Type— Reports - Descriptive (141) -- Col-

lected Works - Proceedings (021)
EDBS Price - MF0I/PC02 Plus Postage.
Descriptors—"Career Awareness, Career Education, College School Cooperation, "Females, Higher Education, High Schools, Nontraditional Occupations, "Workshops Urbana University (Ohio) hosted a workshop for 350 girls from five high schools to meet professional women in nontraditional careers. Girls were not discouraged from looking at nursing, teaching, and secretarial careers, but were encouraged to look at all career options. The workshop focused on math/science careers, the space program, and entrepreneurial opportunities. Presenters from each of the 15 career clusters participated. (Attachments, which make up the bulk of the report, include materials from the workshop, such as the workshop achedule, a list of topics to be covered by presenters, sample presenter biographical information sheet, correspondence, list of speakers, workshop evaluation data, and agends.) (YLB)

ED 290 860 CE 049 492

Groff, Warren H.
Preparing Transformational Leaders in Vocational, Technical, and Occupational Education. Pub Date-87

Note-41p.

Note—41p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—6-Change Agents, Delivery Systems,
Doctoral Degrees, "Educational Change, External Degree Programs, "Graduate Study, Higher Education, "Leadership Training, Technical Education, Trade and Industrial Education, "Vocational Education Identifiers—*Nova University FL, *Transforma-

recentiners—Nova University PL, "Transforma-tional Leadership
The Programs for Higher Education (PHE) at
Nova University (Fort Lauderdale, Florida) develpoed field-based doctoral programs in higher education, leadership in adult education, and vocational,
technical, and occupational education. During the
1980s, PHE critically analyzed the format for the
delivery of the specialization seminars for the three
programs. PHE decided that the new system should
include a learning contract, required units, elective
units, participation in the Summer Institute, and a
synthesis paper. The first two specialization semiunits, participation in the Summer Institute, and a synthesis paper. The first two specialization seminars to be modified were in the vocational, technical, and occupational education program; they are Personnel-Human Resources Development and The Emergence of Vocational, Technical, and Occupational, Education, in America, Dectroal educations of the Personnel education of the Personnel education of the Personnel education of the Personnel education. The Emergence of Vocational, Technical, and Occupational Education in America. Doctoral students in the Vocational, Technical, and Occupational Education program are, for the most part, pragmatic managers and pragmatic humanists. The exercise to create alternative scenarios of the future was a rewarding experience for the participants and a necessity if the program is to produce transformational leaders, agents of change. The synthesis papers have become qualitatively better over the years. Each student completing the two specialization aeminars demonstrated marked improvement during the second seminar, regardless of the sequence in which they took the courses. (Data tables are appended.) (YLB)

ED 290 861 CE 049 493

Rude, Tarri Lou

An Examination of 4-H Youths' Needs and Interests, and Implications for State Conference.

Pub Date—Aug 87

Note—110p.; Master's Thesis, Washington State

Pub Date—Aug 87
Note—110p; Master's Thesis, Washington State
University.
Pub Type— Dissertations/Theses - Masters Theses
(042) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Conferences, Participant Characteristics, Secondary Education, Student Attitudes,
Student Interests, Student Motivation, "Student
Needs, "Student Organizations, "Student Participation, Vocational Education
Identifiers—*4 H Clubs, "Washington
A study was conducted to determine the needs
and interests of teens in 4-H and whether the Washington State Conference is meeting those needs and
interests. A mail survey was developed and sent to
557 Item 4-H members in Washington who were
randomly selected from the 1985 state enrollment
list. Three hundred and sixty questionnaires were
returned (65 percent). Data were analyzed using the
Statistical Analysis System computer program. The
findings indicate that 4-H members are very interested in issues of male/female relationships, drugs
and alcohol, teen/parent relations, child abuse, nu-

clear war, and crime. Respondents rated 4-H projects, county and state fairs, and the state conference in that order of their interest and involvement. However, those who had attended the state conference ranked it higher. Of those who had attended the conference, 90 percent said it was a good experience, although a number said the cost of the conference was a problem. Twenty-four percent of those who had never attended the state conference but who had never attended the state conference but were aware of it said that the cost was a deterrent were aware or it said that the cost was a determine to their attendance. Recommendations were made regarding the cost, marketing, and programming of the state conference; 4-H in general; and the need for further study. (Author/KC)

CE 049 494 ED 290 862

Henson, Sarah Ruth
A Naturalistic Inquiry of a New Extension Employee's First Year: A Case Study with Implica-tions for Induction Training.

Pub Date-Dec 86 Note-99p.; Master's Thesis, Washington State

University.
ub Type— Dissertations/Theses - Masters Theses

University.

Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Adult Educators, Agricultural Education, Agricultural Personnel, - Case Studies, County Officials, Entry Workers, Experiential Learning, *Extension Agents, *Naturalistic Observation, *On the Job Training, Post-secondary Education, *Program Improvement, *Staff Orientation

The case study reported in this thesis describes

secondary Education, "Frogram Improvement, "Staff Orientation
The case study reported in this thesis describes the first year of a new Extension agent's employment, as reported by the author-employee. The study includes a review of literature relating to induction training programs and to experiential learning. The case study is presented as a means of incorporating the experiences of a new Extension employee in an induction training program as well as to suggest methods of improving on-the-job training. Described in the study are eight general principles that may help other new Extension workers: (1) be willing to ask for help; (2) an Extension agent an ever know everything; (3) develop and retain sensitivity to the local culture; (4) informal communication systems are efficient; (5) an Extension agent has unique opportunities to help people grow; (6) remain empathetic; (7) involving people strengthens ownership; and (8) teamwork can build opportunities. Documentation is provided that describes the study as a naturalistic inquiry. An 81-item bibliography is included. (Author/KC)

ED 290 863 E.D 290 803

CE 049 41
Distance Education in Asia and the Pacific. Volume
I. Proceedings of the Regional Seminar on
Distance Education (Bangkok, Thailand, November 26-December 3, 1986),
Asian Development Bank, Manila (Philippines).
Pub. Date.—26

Pub Date -87

Pub Date—87

Note—545p; For volume II, see CE 049 499.

Available from—Asian Development Bank, P.O.
Box 789, 1099 Manila, Philippines (\$20.00 plus postage per set; more than 10 set=\$15.00.

Pub Type—Collected Works-Proceedings (021)—Reports-Research (143)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education. Communications

able from EDRS.

Descriptors—Adult Education, Communications Satellites, Computer Assisted Instruction, Continuing Education, Cost Effectiveness, "Developing Nations, "Distance Education, Educational Needs, Educational Radio, Educational Technology, Educational Television, Financial Support, Foreign Countries, Instructional Materials, International Cooperation, "International Educational Exchange, "Nonformal Education, Outcomes of Education, Postsecondary Education, Program Administration, "Program Development, Program Effectiveness, Program Interpretiveness, Program Interpretiveness gram Effectiveness, Program Improvement, Tele-

Identifiers-*Asia, *Pacific Islands Identifiers—"Asia, "Pacific Islands
These proceedings are divided into three parts.
The first part provides a general summary of the
discussions under the headings of scope of distance
education and nonformal, formal, and continuing
education; cost-effectiveness; technology; instructional materials; recognition and status; planning
and management; training; international cooperation; suggestions for further studies in the region;
and recommendations. The following seminar papers are included in the second part: "Issues in Distance Education" (Motilal Sharms); "Growth and
Scope of Distance Learning" (Ralph Smith); "Distance Education in Asia and the Pacific" (Mohammad Selim): "Application of Distance Education in Formal and Non-Formal Education" (James Taylor); "Planning, Management, and Monitoring of Distance Education" (G. Ram Reddy); "Hardware and Software in Distance Education" (Takashi Sakamoto); "Satellite Applications in Distance Education through TV and Radio" (Mohan Sundara Rajan); and "Financing and Cost-Effectiveness of Distance Education" (Wichit Srisa-an). Lists of seminar recommendations and participants conclude the volume. (MN)

ED 290 864

CE 049 499

Distance Education in Asia and the Pacific. Volume

II. Proceedings of the Regional Seminar on
Distance Education (Bangkok, Thailand, November 26-December 3, 1986).

Asian Development Bank, Manila (Philippines).
Pub Date—87

Note: 77.50. For volume Lage CE 049 493.

Asian Development Bank, Manila (Philippines).
Pub Date—87
Note—736p.; For volume I, see CE 049 498.
Available from—Asian Development Bank, P.O.
Box 789, 1099 Manila, Philippines (\$20.00 plus
postage per set; more than 10 sets—\$15.00).
Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—MUS Flus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Case Studies, Computer Assisted Instruction, Continuing Education, Cost Effectiveness, "Developing Nations, "Distance Education, Dropouts, Educational Needs, Educational Technology, Financial Support, Foreign Countries, International Cooperation, International Education, Education, Education, Education, Postsecondary Education, Outcomes of Education, Postsecondary Education, Porgram Administration, "Program Development, Program Effectiveness, "Program Improvement, Telecommunications Identifiers—"Asia, Australia, Bangladesh, Bhutan, Burma, Fiji, Hong Kong, India, Indonesia, Japan, Malaysia, New Zealand, "Pacific Islands, Pakistan, Papus New Guinea, Philippines, South Korea, Sri Lanka, Thailand
The paper presented in this three-part conference

stan, Papua New Guinea, Philippines, South Korea, Sri Lanka, Thailand
The paper presented in this three-part conference
report trace the growth and development of distance education in the Asian and Pacific region.
Part I provides a general review. Part 2 contains the
following case studies: "Distance Education in India" (8. P. Mullick); "Distance Education in India" (8. P. Mullick); "Distance Education in India" (8. P. Mullick); "Distance Education in Thaileast "(Professor Setijadi); "Distance Education in Thailand" (Iam Chaya-Ngam). The following country
appers are included in part 3: "Distance Education
in Australia" (Vernon White); "Distance Education
in Bangladesh" (K. M. Sirrijul Islamy, "Distance Education
in Bhuttan" (Zangley Dukpa); "Distance Education in Burma" (Kyaw Sein); "Distance Education in Hong Kong" (Michelangelo Pagliari and John
Anthony Frost); "Distance Education in Mapani"
(Yoshiya Abe); "Distance Education in Majayais"
(G. Dhanarajan); "Distance Education in Majayais"
(G. Dhanarajan); "Distance Education in Paul and Howard Van Trease); "Distance Education in the Philippines" (Remigio Romulo); and
"Distance Education in Sri Lanka" (D.A. Kotelawele). (MN) wele). (MN)

CE 049 501 ED 290 865

Morse, Betty R. And Others
Curriculum Development for Life Management.
California State Univ., Long Beach.
Spons Agency—California Community Colleges,
Sacramento. Sacramento. Pub Date—87 Note—50p.

- Guides - Classroom - Teacher (052)

Note—30p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coping, Course Content, Course Organization, Cultural Influences, Curriculum Development, 'Daily Living Skills, Decision Making Skills, Educational Resources, Futures (of Society), Home Economics, Learning Activities, Leson Plans, Lifelong Learning, Postsecondary Education, Quality of Life, Role Conflict, Role Perception, 'Self Actualization, Stress Management, Time Management, Values, Values Clarification

canon Identifiers—*Life Management Curriculum Developed by several colleges in California, this guide contains a curriculum for a course in Life Management (usually taught in the home econom-

ics area). The introductory sections of the guide contain the following information: recommendations from the pilot test teachers, rationale, course description, goals, justification for including the course in general education, home economics as a unique context for life management, topics and objectives for life management, and a course outline. The remainder of the guide contains the life management course outline. The remainder of the guide contains the life management curriculum, organized in 16 lessons that cover the following topics: introduction to life management, values and standards, goals, cultural forces, impact of change-future trends, decission making, time management, personal energy management, motivating, delegating, communicating, conflict management, stress management and coping, multiple roles, human growth potential, and other current issues in life management. Each lesson includes objectives and rationale, lesson content, activities, and suggested resources. Information or evaluating the curriculum and a rating scale for the life management curriculum complete the guide. (KC)

CE 049 502

ED 290 866 CE 049 50 Campbell, Robert W. Change-Into and Beyond 2007: Models To Keep Abreast of Change and to Implement Change. Pub Dete—21 Nov 87

Change-Into and Beyond 2007: Models To Keep Abreast of Change and to Implement Change.

Pub Dete—21 Nov 87

Note—31p; Paper presented at the Futures Conference (Salem, MA, November 21, 1987).

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), Adults, Attitude Change, Business Administration, "Business Education, "Change Agents, "Change Strategies, Educational Strategies, Futures (of Society), Innovation, "Models, Office Machines, Office Practice, "Organizational Change, "Technological Advancement
Two models can be suggested for keeping abreast of and implementing changes in business education and office procedures in order to take advantage of changing technology. The model for keeping abreast of change contains two major elements: sources of input and periodic meetings. The sources of input include attending meetings and conferences, keeping in contact with vendors, frequently reviewing professional literature, listening to addresses from business leaders, collecting data, contacting graduates, acquiring input from subordinates, keeping in touch with the local business community, and sharing among staff. Periodic meetings should use a committee structure with perhaps four meetings per year. When change is found mecessary at one of these meetings, a model for change can be implemented. Some of the characteristics that should be considered include resistance to change, entrenched professionals, the "organized anarchy," and the nonrational environment of educational institutions and businesses. The model suggests that the change agent recognize the structure of organized anarchies and apply "Machiavellian Rules of Strategy" to that structure. In addition nonrational approaches, as identified by Purkey and Parker, should be used to implement change. (KC)

CE 049 509 Hearing on the Impact of Deregulation on the American Workers. Hearing before the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (Miami, Florida).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date—27 Jul 87

Pub Late—27 Jul 87
Note—113p; Serial No. 100-33.
Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)

als (090) EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Air Transportation, Building Trades,
Construction Industry, Economic Change, Economic Climate, Employer Employee Relationship, "Federal Legislation, "Federal Regulation,
Government Employees, "Government Role,
Hearings, "Labor Force, Labor Legislation, "Ole,
Hearings, "Labor Force, Labor Legislation, Cle,
Hearings, "Labor Force, Labor Legislation, Cle,
bear Problems, Machinists, Needs Assessment,
Policy Formation, "Public Policy, Unions
Identifiers—Congress 100th, "Deregulation, Impact Studies
This congressional report includes testimony pertaining to the impact of the Reagan administration's
policy of increased deregulation on American work-

ers. Particular emphasis is placed on the impact that deregulation has had on specific occupations, industries (including plant closings), wage structures, and organized labor. The following organizations were represented at the hearings: the Transport Workers Union; the Eastern Airline Pilots of the Air Line Pilots Association; the International Association of Machinists; the Florida Consumers Federation; the American Federation of State, County, and Municipal Employees; the Center for Labor Research and Studies; the Florida Building and Construction Trades Council; and the Air Line Pilots Association. A former fight attendant and a former airline mechanic also teatified. (MN)

CE 049 519
Central States Annual Research Conference in Agricultural Education Proceedings (42nd, Chicago, Illinois, February 21-22, 1988).
Southern Illinois Univ., Carbondale.
Pub Date—Feb 88
Note—761.

Pub Date—Feb 88
Note—Ze1p.
Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adult Education, Adult Programs,
*Agricultural Education, Classroom Techniques,
Cognitive Style, Cooperative Education, Educational Research, Extension Education, Leadership Training, Marketing, Postsecondary
Education, Program Improvement, *Research
Methodology, Research Needs, Rural Education,
Secondary Education, Statewide Planning, Student
Crganizations, Student Motivation, Student
Crganizations, Student Recruitment, Supervised
Farm Practice, Teacher Characteristics, Teacher
Effectiveness, Teaching Methods, *Vocational
Education Education

Education Identifiers—4 H Clubs, Future Farmers of America The following papers are included in this conference report: "Generative Themes for Research in Agricultural Education," (Copa); "Factors Associated with Participation of Iowa Young Farmers in Agricultural Extension Programs" (Martin, Omer); "Personality Characteristics of Groups of Wisconsin Vocational, Technical, and Adult Education" (Petrick, Thompson); "Professional Activities and Needs of Extension Educators as Perceived by Extension Educators in Academic Departments: A National Study" (Van Tilburg, Poling); "An Analysis of the Opinions of Secondary School Principals of Schools that Have Either Dropped, Added, or Maintained Secondary Agricultural Programs in Michigan from 1982 to 1986" (Bobbitis); "Assessment of the Effectiveness of Recruitment Strategies or Schools that Have Bitner Droppeg, Added, or Maintained Secondary Agricultural Programs in Michigan from 1982 to 1986" (Bobbitt), "Assessment of the Effectiveness of Recruitment Strategies Designed To Attract High-Ability Nontraditional Students to the College of Agriculture" (Boome, Newcomb, Reisch, Warmbrod); "Perceptions of Selected Policy Makers toward Agriculture" (Schumacher, Kahler); "Profrities of Beginning Teachers of Agriculture in Missouri" (Johnson, Linhardt, Stewart); "Perception of Secondary Teachers Concerning Public Schools in Rural Communities" (McCracken, Miller); "Vocational Agriculture Teacher Personality and Effective Teaching: Is There a Relationship?" (McClain, Horner); "Effect of Attendance at a Joint Vocational School on Motivation toward School of Vocational Agriculture Students" (Hedges, Van Tilburg, Newman); "Integrating Biological Principles with Secondary Agriculture Instruction" (Roege, Russell); "Educational Needs of Urban Agribusiness Employees" (Harbstreit, Stewart, Birkenholz); "Factors Influencing the Occurrence of Adult Agricultural Education Programs" (Christmas, Warmbrod); "Improvements Needed in Young Farmer and Young Farm Wives Organizations: Members Perceptions" (Miller); "Leadership Ability of Young Rural Adults in North Dakota" (Luft); "Relationship of Marketing Activities and Promotional Methods Used with County 4-H Club Membership in New Jersey and Ohio" (Straquadine); "Assessing the Educational Training Needs of Volunter 4-H Leaders in Indians" (Peters, Lowry); and "Relationship between Performance on the Vocational Agriculture Achievement Test and Selected Characteristics of Farm Management Graduates in Ohio" (Sommers, Barrick). Each group of three papers is followed by a critique. (MN)

CE 049 520 ED 290 869

Turker, A. Vural
Vocational Expectancies of Low Income Groups:
General Trends and Some Considerations for

2ub Date--Dec 86

ote—34p.; Paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 5-9, 1936).

Conference (Dallas, TX, December 5-9, 1986).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Awareness, Career Choice,
Career Education, Career Exploration, "Career
Guidance, "Economically Disadvantaged, "Educational Needs, Education Work Relationship,
"Low Income Groups, "Occupational Aspiration,
"Student Characteristics
This paper furnishes some seneral information on

"Student Characteristics
This paper furnishes some general information on
various characteristics of low income groups, presents a lengthy discussion of their vocational expectations and characteristics, and points out a number
of ways to assist economically disadvantaged groups
to improve their educational and vocational aspirations and their employment outlook. The paper reviews low income, social and cultural
disadvantagement, and economic depression as factors often considered a descriptive of poverty.
Some characteristics of low income groups include
lower [Qs in children, more restricted language usage and language patterns different from the middle
class, attitudinal characteristics such as separation
from the institutions and values of society and unclass, attitudinal characteristics such as separation from the institutions and values of society and unstable families, and lower academic aspirations. Because they have not been exposed to alternatives, he vocational aspirations of low income children are limited to lower-paying positions. They regard school as a means of earning money in the near future, not in the long term. Low-income groups can be helped to expand their occupational horizons by career development services that provide career exploration and education, more effective transition from school to work, and placement and followup services. (KC)

CE 049 521 ED 290 870

Pruitful Linkages with Business and Industry in Program Development: Recent Trends in Indus-trialized Nations and Some Effective Examples

from Turkey. Pub Date-Dec 87 ote—17p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).

vegas, NV, December 6-10, 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Pries - MF61/PO1 Plus Postage.
Descriptors—*Educational Development, Foreign
Countries, Postsecondary Education, *Program
Development, *School Business Relationship, Development, *Schoo *Vocational Education Identifiers—*Turkey

ocenturers—Turky
Vocational education planning is complex and extensive and requires the proper and adequate involvement of business and industry circles in
program development. To rebuild their institutions
and replenish adversely affected systems and depleted resources after World War II, industrialized pleted resources after World war II, incustrantzeo mations have implemented education and training for employment. The national and community conscience about training bas, in turn, resulted in program development systems, validation processes, and a wide spectrum of approved achievement testion and the program development less in the program devel ing procedures. At the program development level, the emphasis has moved from syllabus to curriculum the emphasis has moved from syllabus to curriculum and in favor of programs equally concerned about process and product. Programs are developed to cater to individual differences and preferences. As program relevance has gained importance, useful and purposeful linkages between school and industry and commerce have also become significant. The Technician Training Project in Turkey has as its purpose the conversion of postsecondary institutions of vocational education into modern well-equipped centers for the training of higher level technicians. The project is intended to develop new curricula for two-year programs. A predominant condition is close collaboration with industry in the program development. (YLB)

ED 290 871 CE 049 522

Turker, A. Vural tional and Technical Education in Turkey: me Recent Developments. Vocation

Pub Date-Dec 87 Note—25p.; Paper presented at the Annual Conference of the International Vocational Education and Training Association (Las Vegas, NV, De-

cember 4-8, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Educational Development, *Educational Improvement, Employment Programs, Foreign Countries, Postsecondary Education, *Program Development, Secondary Education, Technical Education, *Unemployment, *Vocational Education, *Unemployment, *Unemployment,

recinitional Education, Unemployment, Vocational Education
Identifiers—Turkey
Manpower studies carried out in Turkey in the
1980s show some critical shortages in the number of
technicians, the so-called middle element. Recent technicians, the so-called middle element. Recent attempts have been made to increase the numbers of the badly needed technical middle elements be-tween engineers and skilled and semiskilled workers as well as those at lower technical levels. Other activities have been aimed at training those without activities have been aimed at training those without vocations. As part of its policy framework to solve unemployment, the Turkish government has undertaken a skill-acquisition scheme to meet training and learning needs, employment counseling, the initiation of a number of supportive agencies, special projects for job creation, a Labor Market Information System, and measures for job preservation and regulating attempts. Improvement activities directed at vocational and technical education at secondary and lower levels have included the Industrial Schools Project to develop secondary vocational ed-Schools Project to develop secondary vocational education and the Nonformal Vocational Training Project. Assistance has been given to nonformal vo-cational training institutions. Developmental activ-ties at the postsecondary vocational and technical education level include the Technician Training Project and continuation of the improvement at-tempts at higher vocational schools through the ex-tension of technical assistance activities. (YLB)

CE 049 523 ED 290 872

Perry, Walter Rumble, Greville
A Short Guide to Distance Education.
International Extension Coll., Cambridge (En-

Report No.—ISBN-0-903632-40-3 Pub Date—87

Pub Date—87
Note—38p.
Available from—International Extension College,
Office D, Dales Brewery, Gwydir Street, Cambridge CB1 21.J. England (2.50 pounds).
Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Developed Nations, *0istance Education, Elementary Secondary Education, Foreign Countries, Instructional
Materials, *Material Development, Postsecondary Education, *Program Implementation
Identifiers—Great Britain
This booklet attempts to explain distance educa-

Identifiers—Great Britain

This booklet attempts to explain distance education in a short and readily understandable way. It tells what distance education is as well as what it is not. Users of distance education are described. Other topics include the basic system and subsystems of distance education; ways of communication; what makes distance education materials good; distance education materials good; distance education materials, student assessment; how to run an efficient system; and how to start a distance education system. The booklet also focuses on choosing an organizational model, special problems of managing a distance education system, costs of distance education, and how distance education works. Sources of additional information and a selected bibliography are also provided. (YLB)

Smith, Barbara And Others
Marketing Your Adult Literacy Program. A "How to" Manual. CE 049 527 to" Manual. Interorganizational Relationships Ltd., Altamont,

Spons Agency—New York State Education Dept., Albany. Bureau of Adult and Continuing Educa-tion Program Development. Pub Date—87

Note-65p.; For a related document, see CE 049 528.

528.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Advertising, Information

Dissemination, Inservice Teacher Education,
*Marketing, Mass Media, Planning, Postsecondary Education, Publicity, *Public Relations, Re-

cords (Forms), Salesmanship, *Student Recruitment, Workshops

ment, Workshops
Identifiers—310 Project
This guide, which was originally developed for use
in a training workshop, is intended to assist adult
educators in learning to market their adult literacy
programs. The first chapter outlines the main principles of social marketing and public relations. An
overview of the operation of a social marketing campaien on adult literacy is provided near. (Chapter 3 overview of the operation of a social marketing campaign on adult literacy is provided next. Chapter 3 discusses the procedures entailed in beginning a marketing campaign. The following aspects of seling an adult literacy program are covered next developing a theme; choosing promotional activities (the value of newspapers, steps to better press releases, editors' style points, and the role of the media in marketing); Madison Avenue-style packaging, and ways of identifying resources. The final two chapters are devoted to evaluating a social marketing and public relations campaign on adult marketing and public relations campaign on adult literacy and completing a marketing plan. The ap-pendix includes sample 30- and 60-second public service announcements and two student spotlights (one describing a male and the other describing a female program participant). (MN)

ED 290 874 CE 049 528

Reeves, Cheryl

Marketing II Workbook. Interorganizational Relationships Ltd., Altamont,

Spons Agency—New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.

Note-97p.; For a related document, see CE 049 527.

Note—9/p.; For a related document, see CE 049 527.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF0L/PC04 Plus Pastage.
Descriptors—Adult Basic Education, "Adult Literacy, "Adult Programs, Advertising, Behavioral Objectives, Information Dissemination, Inservice Teacher Education, Learning Activities, "Marketing, Mass Media, Planning, Postsecondary Education, Publicity, "Public Relations, Records (Forms), Salesmanship, "Student Recruitment, Workbooks, Workshops Identifiers—310 Project
This combination curriculum and workbook, which was originally developed for use in a training workshop, is intended to assist adult educators in learning to market their adult literacy programs. The first chapter reviews basic marketing concepts (the definition of marketing, 10 truths about marketing, marketing, workshop, is marketing workshop, is marketing, used the second content of the second

keting, marketing versus promotion, steps in mar-keting, learners as customers, and the importance of using every opportunity for marketing). Chapter 2 introduces guidelines for using the following new technologies in a campaign to market an adult literacy program: video and audio (preproduction, acy program: video and audio (preproduction, acripts and storyboards, production tips, postproduction editing, tips to improve videographics, a sample plan for a video, equipment needed to make a video, and important terms related to video and audio); computers (databases, the basics of a computer system, and important computer terms); and direct mail (steps in direct marketing, development of a direct mail (steps in direct marketing, development of a direct mail campaign, tips for direct mail, suggestions for artwork and printing, postal rates and regulations, and terms related to direct mail and entiting). Identifying and marketing to other target printing). Identifying and marketing to other target agencies are covered next. Chapter 4 deals with commitment and retention. Six marketing case studies are presented in Chapter 5. The next chapter explains the steps entailed in planning a marketing strategy. A bibliography lists sources dealing with marketing, video, computers, direct mail, and stu-dent retention. A workshop evaluation form con-cludes the guide. (MN)

CE 049 529 ED 290 875

Torbert, James Brison
Determining Guidelines for Development of an
Internship Program for Wage Grafte Employees
within the Phoenix Air Guard. Governance and

within in-Management. Pub Date—Jan 88 Note—81p.; Ed.D. Practicum, Nova University. Pub Type— Dissertations/Theses - Practicum Pa-pub Type—Dissertations/Theses - Practicum Pa-

pers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, *Career Development, Career Education, Experiential Learning, Guidelines, *Internahip Programs, *Management Development, *Program Development, Supervisors, *Supervisory Training

RIE JUL 1988

A study examined development programs, uncovered during a literature review, that would assist in the supervisory training of Wage Grade employees who are promoted to working supervisors. The examination determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard Hall's experience-based career development model (1986) was found to contain guidelines for establishing a career development program that could be used as the framework for the construction of an internship program. Other conclusions were that the internship program must have an orientation phase, the Phoenix Air Guard's management must go through the steps in work force planning to make the program effective, all candidates should be volunteers, and the program should incorporate aspects of all three career development programs. Recommendations included management's identification of (1) key organizational positions or families of positions to serve as career targets, (2) desired job behaviors for key positions, and (3) specific supervisory positions to be incorporated into the internship program. (YLB) (YLB)

CE 049 530

CE 049 53

Hammond, Dorothy Mangano, Joseph

Teaching Writing to Adults: An Inservice Education Manual.

State Univ. of New York, Albany. Two Year Coll.

Development Center.

Douglass Agency—New York State Education Dept.,

Albany. Bureau of Adult and Continuing Education Program Development. ub Date-Jun 86

Pub Date—Jun 86
Note—118p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, Essay Tests, High
School Equivalency Programs, *Holistic Evaluation, Inservice Teacher Education, Language
Tests, Prewriting, Revision (Writen Composition), Scoring, Student Writing Models, Teaching
Methods, Test Items, *Writing (Composition),
*Writing Evaluation, *Writing Instruction
Identifiers—*General Educational Development
Tests

This manual was developed to help regional ad-ministrators and teacher educators conduct inser-vice training for local teachers who teach writing in vice training for local teachers who teach writing in preparation for the new General Educational Development (EDD) test. The manual is organized in six sections. The first section explains the rationale for the GED writing sample and outlines what the writing sample will require. In Section II, holistic scoring of the GED Test Writing Sample is discussed; a rating shoet and sample essays are included. The next three sections (III-V) provide teachers with plans for conducting classes to teach adults how to write. Information on the curriculum, as well as on the writing process, is included. Also included are instructional strategies for prewriting, drafting, revising, editing, and evaluating. The final section contains directions for planning and managing an inservice workshop. A glossary and a bibliography complete this guide. (KC)

ED 290 877

CE 049 532

Lafayette Parish Coopertive Jail Project-LPCJP.

Phase III Final Report.

Lafayette Parish School Board, La.

Spons Agency—Louisiana State Board of Elementary and Secondary Education, Baton Rouge.

Louisiana State Dept. of Education, Baton Rouge.

Bureau of Adult and Community Education.

Pub Date—87

Bureau of Adult and Community Education.
Pub Date—87
Grant—ABE-2-87
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MPDI/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, "Correctional Education, Correctional Rehabilitation, English (Second Language), "High School Equivalency Programs, Literacy Education, "Outcomes of Education, Prisoners, "Program Effectiveness, "Second Language Instruction, Spanish
A three-phase project was conducted to further the education of inmates in the Lafayette (Louisiana) Parish Correctional Center. Phase I of the project was designed to prepare inmates to be eligi-

ana) rather Correctional Center. Plans I of the project was designed to prepare immates to be eligible to take the General Educational Development (GED) test, and/or to teach life-coping skills so that they would better function in society upon their release. This phase of the program also provided training for immates to assist other immates in learn-

ing these skills. During Phase II of the program, the purpose was expanded to include English-as-a-second-language (ESL) classes, along with more life coping skills and inmate training time. Phase III continued with these purposes, but was expanded to include Spanish as a second language (SSL) for prison deputies and literacy classes in Spanish for Spanish inmates who were illiterate in their native language. Classes were held five days per week. The overall project served 910 inmates (815 males and 95 females) and 18 deputies. A total of 304 students were recommended for the GED test, and 255 passed, 45 adult basic education (ABE) students progressed to the GED classes. The Spanish classes also were successful. As a result of the accomplishments of the program and of the support and cooperation from the Lafayette Parish Sheriff? Department and the community, the program was recommended to be reinstated as soon as funds can be reappropriated. (Author/KC)

CE 049 533 The Development of a Software Delivery System for Selected Mathematics Skills for the East Carroll Parish Adult Education Program. Final

Report, East Carroll Parish School Board, Lake Providence.

Spons Agency—Louisiana State Board of Elemen-tary and Secondary Education, Baton Rouge.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.

Bureau of Adult and Community Education. Bureau of Adult and Community Education. Pub Date—87
Grant—ABE-7-87
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Adult Basic Education, Adult Education, "Adult Programs, Competency Based Education, "Computer Assisted Instruction, Computer Software, Delivery Systems, "Individualized Instruction, Instructional Materials, "Material Development, "Mathematics Instruction, Mathematics Skills, Microcomputers, "Programed Instructional Materials instruction for the dult learner needs requires that adult education classes provide individualized instruction for the adult learner needs requires that adult education classes provide individualized instruction for the adult learner a time-consuming and intellectually challenging task. To assist in this difficult undertaking, the East Carroll Parish (Louisiana) Adult Education Program developed mathe-

difficult undertaking, the East Carroli Parisi (Louisiana) Adult Education Program developed mathematics tutorial exercises corresponding to the California Achievement Tests, Levels 14-19. The exercises were pilot tested, revised, and finalized. All skill exercises contained tutorial statements for All skill exercises contained tutorial statements for self-help in the software system. The content of the software system contained the following strands: operations, concepts and numeration, ratio, proportion, percent, geometry, measurement, statistics, probability, graphs, integers, and prealgebra. The system contained approximately 150 skills and more than 3,000 skill exercises. These materials were compiled on a series of 18 computer diskettes that are Apple-compatible. Used with a resource teacher, the program has the potential to be successful with adult students. (KC)

CE 049 534 ED 290 879

Kra. Eleanor. Ed.
Allied Health Leadership in Health Promotion and
Disease Prevention Invitational Conference Proceedings (Williamsburg, Virginia, April 17-19,

American Society of Allied Health Professions, Washington, D.C.; Connecticut Univ., Storrs. School of Allied Health Professions.; State Univ. of New York, Stony Brook. School of Allied Health Professions.

of New Tors,
Health Professions.
Pub Date—Apr 86
Note—149p.
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Allied Health Occupations, *Allied
Health Occupations Education, Cross Cultural
Training, *Disease Control, Educational Needs,
Health Activities, *Health Education, Health
Programs, *Leadership, Lifelong Learning,
*Medical Services, Models, Occupational Therapy, Older Adults, Physical Therapy, Postsecondary Education, *Preventive Medicine,
Total Continuing Education

apy, Older Adults, Physical Therapy, Fossecutary
ary Education, Preventive Medicine,
Professional Continuing Education
Identifiers—"Health Promotion
The following papers are included: "Opening Remarks" (McTernan); "Conference Goals and Plans"

Document Resumes

(Douglas); "Challenge to Leadership" (Pearson); "Implications of Health Promotion and Disease Prevention for the Practice of Respiratory Care" (Axton); "Health Promotion Strategies in Dietetic Practice" (Gaughan); "Practice Implications of Health Promotion and Disease Prevention for the Health Education Profession" (Hamburg); "Occupational Therapy Contributions to Health Promotion and Disease Prevention" (Maynard); "Health Promotion in Physical Therapy Practice" (May); "Clinical Laboratory and Health Promotion and Disease Prevention" (Price); "Summary [of the symposium]" (Rice); "Replicable Models: Physician Assistant" (Backup); "Respiratory Care Practitioner Role in Health Promotion" (Beckett); "Health Promotion and Disease Prevention Self-Instructional Modules" (Bunker); "Role-Modeling Health Promotion and Disease Prevention for Medical Laboratory Personnel" (Cornish); "Physical Therapist's Role in a University Health Promotion Program" (Gibbons); "Lifestyle Education Series" (Mo); "Radiologic Technology and Health Promotion and Disease Prevention" (Rufo); "Occupational Therapy in Health Promotion" (Smith); "Clinical Practice" (Cohen, Hope); "Individual Barriers" (Endias, Galbraith); "Professional Organizations" (Hickey, Domingo); "Educational Setting" (Danish, Axton); "Health Promotion Reginings of a New Agenda" (Fitz); "Continuing Education" (Friedman); "Corporate Medical Department" (Goldfield); "Credentialing and Health Promotion and Disease Prevention" (Friedman, Graham); "Lifecycle Health Promotion" (Price); "Gradams; "Morksite Health Promotion" (Friedman, Graham); "Lifecycle Health Promotion" (Pouglas); "Closing Remarks" (McTernan); "Worksite Health Promotion" (Pouglas); "Closing Remarks" (McTernan); "Worksite Health Promotion" (Presons (Kelker); "Health Promotion and Disease Prevention in Entry Level Allied Health Care System" (Levin); "Summary of Conference" (Douglas); "Closing Remarks" (McTernan); "Worksite Health Promotion" (Priedman, Graham); "Lifecycle Health Promotion and Disea

CE 049 535
Comprehensive Plan for the Office of Vocational
Rehabilitation 1987 through 1991.
New York State Education Dept., Albany. Office of
Vocational Rehabilitation.
Pub Date—Jan 88

Pub Date—Jan 88

Note—40p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Educational Planning,

*Long Range Planning, Master Plans, Postsecondary Education, Program Development,
State Agencies, *Statewide Planning, *Vocational
Rehabilitation

Identifiers—*New York Office of Vocational Reha
bilitation

Identiners—TNew Tork Office of Vocational Rena-bilitation
This updated comprehensive plan for the New York State Office of Vocational Rehabilitation (OVR) for 1987-91 establishes priorities for the agency that will continue to enhance the vocational opportunities of people with disabilities in the state. The comprehensive plan describes the rehabilitation system, provides program data, and discusses issues that will affect vocational rehabilitation during the next four years. The plan reflects a number of inte-gral themes in the OVR's vocational rehabilitation philosophy, including (1) the focus on employment as a desired outcome; (2) the key role of the voca-tional rehabilitation counselor; (3) the individual-ized nature of vocational rehabilitation; (4) client-centered outcomes; (5) the need for intera-gency cooperation; (6) changing needs of different groups; (7) public input into the planning process; and (8) the role of OVR as an advocate for persons with disabilities. Key plan action items are based on and (8) the role of OVR as an advocate for persons with disabilities. Key plan action items are based on the 1986 Amendments to the Rehabilitation Act and comments from regional forums. For each action, the plan lists a number of methods to accomplish the goal and how the expected outcomes related to each key action will be achieved. The plan also provides an overview of the vocational rehabilitation process from referral to job placement and describes the place of the New York State OVR within the State Education Department. (KC)

First Interial Report from the National Assessment of Vocational Education.
National Assessment of Vocational Education (ED), Washington, DC.
Pub Date—Jan 88
Note—140p.; For a related document, see ED 283

UZU.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Pustage.

Descriptors—"Educational Assessment, Postsecondary Education, "Research Design, Research Methodology, "Research Projects,
Secondary Education, Vocational Education
Act 1984, "National Assessment of Vocational
Education
Act 1984, "National Assessment of Vocational

Act 1984, "National Assessment of Vocational Education
This first interim report of the National Assessment of Vocational Education is intended to provide Congress with information that has emerged from some of the research conducted to date and to describe all the research projects underway. The report has two parts. The first part discusses trends in vocational education and issues concerning vocational education and issues concerning vocational education for disadvantaged persons. The second part contains profiles of the studies being conducted in each area of the study plan. Chapter I presents a brief statistical portrait of enrollment in vocational education at the secondary level as of 1982 and some preliminary evidence on change since then in enrollments. Preliminary findings show that mearly all students take some vocational education, but overall enrollment in vocational education enrollment in vocational educ

ED 290 882 CE 049 537

Farm Operating and Financial Characteristics, 1985. Statistical Bulletin Number 762. Economic Research Service (DOA), Washington, D.C.

D.C. Pub Date—Feb 88
Note—255p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MP01/PC11 Plus Pestage.

Descriptors—Adults, "Agricultural Production, Farm Accounts, "Farmers, "Farm Management, Financial Problems, "Income, Off Farm Agricultural Occupations, "Productivity This report contains 56 tables that provide an overview of the operating and financial characteristics of farms in the United States in 1985. The report provides information on farms and land in farms: overview of the operating and financial characteristics of farms in the United States in 1985. The report provides information on farms and land in farms; farm acreage purchased, sold, and rented; farm labor and wages; capital investments and improvement; farm production expenses; farm and nonfarm inscome sources; and farm business assets and liabilities. The information was generated by the 1985 Farm Costs and Returns Survey conducted in February and March 1986 by the U.S. Department of Agricultura's National Agricultural Statistics Service. The probability-based survey provides comprehensive farm operation information for analysis of farm operating and financial characteristics by size, type, location, occupational specialty, organization, and operator age. Some of the highlights of the findings are the following: the average U.S. farm at the end of 1985 operated 709 acres and for the year had total production expenses of about \$74,000, assets of \$325,000, capital investments of \$10,000, gross cash farm income of \$82,000, and debts equal to 22.5 percent of total assets. (Author/KC)

CD 290 883
Commic Indicators of the Farm Sectur. Farm
Sectur Review, 1986.
Conomic Research Service (DOA), Washington, ED 290 883

Report No.—ECIPS-6-3 Pub Date—Jan 88

Note—75p.

Available from—USDA/Economic Research Service, P.O. Box 1608, Rockville, MD 20850 (Five report subscription: \$12.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/P03 Plus Postage.

Descriptors—Adults, "Agricultural Production, Farm Accounts, "Farmers, "Farm Management, Finance Reform, Financial Problems, "Income, Off Farm Agricultural Occupations, "Productivity

Off Parm Agricultural Occupations, "Productivity
Identifiers—"Economic Indicators, "United States
This report contains 44 tables and 23 figures,
along with narrative summaries, that provide an
overall view of the farm sector in the United States
in 1986. Some of the findings highlighted in the
report are the following: (1) farmers spent less to
produce their crops and livestock in 1986; (2) govremment savements to farmers increased, but prices produce their crops and livestock in 1986; (2) government payments to farmers increased, but prices for their commodities dropped; (3) farmers' net cash income rose 10 percent to a record \$52 billion, and net farm income climbed 17 percent; and (4) income from nonfarm sources remained important to some farm households, generating \$44.7 billion, up 5 percent from 1985. The report includes forecasts of 1987 income and balance sheet data. Results of an analysis based on survey data describe some possible short-term effects of tax code changes on tax liabilities of farm operators. (Author/KC)

ED 290 884

Women Business Owners. Facts on U.S. Working Women. Fact Sheet No. 87-2.

Women's Bureau (DOL), Washington, D.C. Pub Date—2

Note—5p.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Employed Women, *Employment Level, *Enterpreneurship, Salary Wage
Differentials, *Small Businesses
From 1977 to 1983, the number of sole proprietorships operated by women increased from 1.9 to
3.3 million. The number of self-employed women-the majority of whom are sole proprietors-continued to grow. In 1982 the median earnings of self-employed women were substantially lower than those of wage and salary women workers and self-employed men. Most women business owners were married with husband present. Three factors were particularly significant in the rapid rise in the number of women-owned businesses: increasing ber of women-owned businesses: increasing abers of women who have acquired skills that be translated into entrepreneurship; more can be translated into entrepreneurship; more women who are preparing themselves through education and training for business opportunities in expanding fields; and entrepreneursal opportunities in the economic growth of the country. Women increased their share of business ownership in each major industry division. Franchising and international trade seemed to offer future opportunities for women entrepreneurs. Home-based work also provided the opportunity for women to combine more effectively the dual responsibilities of work in the paid labor force with family and child care. (YLB)

CE 049 547 Alternative Work Patterns. Facts on U.S. Working Women. Fact Sheet No. 86-3. Women's Bureau (DOL), Washington, D.C.

Pub Date-Aug 86

Pub Date—Aug so Note—Sp.
Pub Type— Reports - General (140)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adults, Employed Parents, *Employed Women, *Employment Practices, *Flexible Working Hours, Job Sharing, *Part Time

Bimployment Alternative work schedules can help parents of young children. They are also attractive to students, older workers, handicapped persons, couples desiring to share work and home responsibilities, persons wishing to upgrade skills or switch careers through a return to school, and employers needing to serve the public outside the traditional workday, wanting to use their capital more intensively, or hoping to benefit by reducing absenteeism. Flexitime is an alternative work-time pattern that allows employees to vary work schedules over the year. A compressed work schedules over the year. A compressed work schedule is one that enables a full-time employee to work the equivalent of a full week in less than five full days. Job sharing refers to the accomplishment of

one full-time job by two or more persons, each working part-time. The predominant alternative work schedule for women is part-time work. Temporary work allows flexibility in scheduling while at the same time providing a variety of both work and the same time providing a variety of both work and training experiences. (YLB)

ED 290 886 CE 049 550 ED 290 886

A Prospectus of Working Women's Concerns,
Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One
Hundredth Congress, First Session (July 21-22,
1987)

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-87

Pub Date—87

Note—263p.; Serial No. 100-43.

Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, Dc 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990) — Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Day Care. *Employed Women,
*Equal Opportunities (Jobs), *Federal Legislation, Hearings, Nontraslitional Occupations, Poverty, *Salary Wage Differentials, *Sex
Discrimination, *Sex Fairness
This document contains congressional hearings to

erty, "Salary Wage Differentials, "Sex Discrimination, "Sex Fairness
This document contains congressional hearings to raise a variety of issues and problems pertaining to women in the workplace. It focuses on legislation that might exist, especially H.R. 2577, the Economic Equity Act of 1987. Issues include barriers in payequity, wider opportunities for women and integrating the male-dominated fields, underemployment, child care, and the femininization of poverty. Testimony includes statersness and prepared statements of representatives in Congress and individuals representing the U.S. Commission on Civil Rights; Children's Defense Fund; KRBK-TV, Sacramento; Bureau of National Affairs, Inc.; Women's Bureau, U.S. Department of Lebor; American Association of Retired Persons; Brandeis University; Kings County, Brocklyn, New York; National Institute for Women of Color; Wider Opportunities for Women, Inc.; Subcommittee on Employment Opportunities, McClendon News Service; Pension Rights Center; Women and Poverty Project; and United Food and Commercial Workers. Literastional Liston. (VI B) Wemen and Poverty Project; and United Food and Commercial Workers International Union, (YLB)

CE 049 551 ED 290 887

Johnston, William B. And Others Workforce 2000: Work and Workers for the 21st

Century:
Hudson Inst., Indianapolis, IN.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—HI-3796-RR
Pub Date—Jun 87

Note—143p. Pub Type— Reports - Research (143) — Books

Pub Type— Reports - Research (143) — Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Aging (Individuals), Demography, "Economic Climate, Economic Factors, "Educational Needs, "Employment Patterns, Employment Projections, Females, "Putures (of Society), "Labor Force, "Labor Needs, Manufacturing Industry, Minority Groups, Policy Formation, Productivity, Public Policy, Racial Integration, Service Occupations, Sex Pairness, Trend Analysis

Four key trends will shape the American labor force in the final years of the 20th century. The American economy should grow at a relatively healthy pace. Despite its international comeback, however, U.S. manufacturing constitutes a much smaller share of the economy in the year 2000 than it does today. The work force will grow slowly, becoming older, more female, and more disadvantaged. The new jobs in service industries will demand much higher skills. These trends raise a number of important policy issues. If the United States is to continue to prosper, policymakers must find ways to accomplish the following: stimulate balanced world growth, accelerate productivity increases in service industries; maintain the dynamism of an aging work force, reconcile the conflicting needs of women, work, and families; integrate Black and Hispanic workers fully into the economy; and improve the educational preparation of all workers. Because of the uncertainty of long-range economic forecasts, three scenarios of the U.S. economy is the year 2000 have been de-

vised. The first of these, the baseline or "surprise-free" scenario, calls for a modest improvement in the growth rate that the nation experienced between 1970 and 1985 but not a return to the boom times of the 1950s and 1960s. The "world deflation" scenario focuses on the possibility that a worldwide glut of labor and production capacity in food, minerals, and manufactured goods could lead to a sustained deflation and sluggish economic growth. The third scenario, the "technology boom," postulates a powerful rebound in U.S. economic growth to levels that are comparable with the first two decades after World War II. (MN)

ED 290 888 CE 049 552

ED 290 888 CE 049 532
Sleezer, Catherine M.
The Relationship between Types of Evaluation
Reports and Support for the Training Function
by Corporate Managers. Project Number
Tweaty-One.
Minnesota Univ., St. Paul. Dept. of Vocational and
Technical Education.

Pub Date-Jun 87

Technical Education.

Pub Date—Jun 87

Note—87p.

Pub Type— Reports - Research (143)

EDBS Price - MF0I/PC04 Plus Postage.

Descriptors—Administrators, Evaluation Methods,

"Evaluation Utilization, "Management Development, Outcomes of Education, Postsecondary

Education, "Program Evaluation, "Research Reports, "Training

A study attempted to determine (1) whether non
training managers' future financial support for the

training function varied based on the amount and

kind of information contained in written evaluation

reports and (2) the deeper logic and behavior that

nontraining managers used in making their decision.

The research used a quasi-experimental design to

identify the quantitative differences among the re
sponses to four sample reports, which contained

varying amounts and kinds of information. Each of

the report types was reviewed by two persons in sponses to four sample reports, which contained varying amounts and kinds of information. Each of the report types was reviewed by two persons in each of five organizations in Minneapolis. The investigator also conducted interviews with some of the decision makers to gather descriptive information about the processes they used in making these decisions. The study showed that the evaluation report was not a key factor in the allocation decision for most decision makers. Only half of the decision makers even looked at the evaluation report before determining the amounts of their budgets. The decision makers who did examine the evaluation report before either did not use the information, used the information to identify what had been wrong with the training program, or did not believe part of the information. However, there was some relationship between report type, organizational affiliation, and the level of financial support, with most decision makers preferring the format of the analytical evaluation report. The study concluded that training managers should try to supply managers with evaluation data they can use in order to increase training budgets. (KC)

ED 290 889 CE 049 554

Bliss, Bill Developin eveloping Functional Communication Skills in Adult ESL Students.

Adult ESL Students.
Pub Date—Oct 87
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).

Co-tinuing Education (Washington, DC, October 1987).

Pub Type— Speeches/Meeting Papers (150) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—'Adult Basic Education, Adult Programs, Adult Students, Communication Skills, "Communicative Competence (Languages), Course Descriptions, "Curriculum Development, "English (Second Language), Integrated Curriculum, "Second Language Instruction, Skill Development, Teaching Methods

This short guide examines three types of syllabit that can be used in helping adult English—ss—second-language (ESL) students develop functional communication skills—grammatical, topical, and functional syllabi. Examples of the types of vocabulary that would be introduced in each curriculum are provided, and the main approaches that would be taken in each of the three types of courses are discussed. The benefits of combining the three approaches when working with adult ESL students are explained. Guidelines are presented for conducting a needs assessment, compiling a language exponents resource notebook, and developing cross-reference RIE JUL 1988

lists. Sample tridimensional syllabi for beginning and intermediate-level students and a sample lessor illustrating the synthesis of the three dimensions (grammar, topics, and functions) conclude the guide. (MN)

ED 290 890

Winter, Gene M.
Support Systems for Adult Education. Final Evaluation Report.
State Univ. of New York, Albany. Two Year Coll.

CE 049 555

State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.

Pub Date—87

Note—38p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Literacy, Databases, *Hollines (Public), *Information Networks, *Linking Agents, Program Development, Program Effectiveness, *Referral, Regional Planning, Staff Development, *Statewide Planning, Volunteers

Volunteers—*New York

ning. Staff Development, "Statewide Planning. Volunteers
Volunteers
Volunteers
A project provided three types of supportive services to adult education programming in the State of New York. The first component of a literacy information and referral system to link potential students and volunteers with program providers. The second phase of the project involved the development and installation of a computerized database system for adult education. The database (which contained information about approximately 270 service providers) was used in conjunction with a toll-free hottime. Callers to the hottime were provided with needed information at the time of their calls. In addition, a system of computer-generated reports was developed to inform providers of caller interest and to provide callers with more details about program referrals on a form providers of caller interest and to provide callers with more details about program referrals on a
regular basis. Monthly reports were also distributed
to providers in an effort to identify the hotline's
general effectiveness and the rate at which it is responsible for generating increased enrollments in
adult education programs. During the initial project
year, 2,766 callers were referred to 211 adult education providers. The project's third focus was on support for regional staff development activities. These
were developed and implemented at the regional
level but were under the leadership of staff members
from the Bureau of Adult and Continuing Education
of the New York State Department of Education.
Administrative and consultative services were provided along with nearly 30 different events (includa workshops, conferences, and training sessions).
Approximately 400 teachers and administrators
participated in these activities. (MN)

CE 049 556

Kemmery, Robert J.

Proposed Changes for Credit Count Certification
of Cooperative Vocational Education Teacher
Coordinators in the State of Maryland.
Puble—Dec 87
Note—32p.; Paper presented at the American Vo

Coordinaturs in the State of Maryhand.
Pub Date—Doc 87
Note—32p. Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Credits, *Cooperative Education, Educational Policy, Higher Education, educational Policy, Higher Education, *Statewide Planning, *Teacher Certification, Teacher Qualifications, Vocational Education Education Education Education Statewide Planning, *Teacher Certification, Teacher Qualifications, vocational Education Vocational Education Teachers (Identifiers—*Maryland A committee reviewed existing certification requirements for vocational education teacher coordinators in Maryland and proposed a set of changes in the current certification system. The recommendations were developed after a review of the related literature, a 50-state survey to identify current certification practices, solicitation of expert testimony, a survey of Maryland cooperative vocational education teacher coordinators, and validation of the proposal by a national representative group. The committee found that the current certification requirements (1) are inadequate in terms of addressing appropriate competencies for cooperative vocational education teacher coordinators; (2) do not adequately outline the professional education needed to achieve competency and certifiabili-

ity; (3) lack sufficient specificity to exclude margin-ally prepared teachers from access to the field; and (4) have been judged insdequate by state and na-tional advisory boards on cooperative education. The committee recommended that the new certifi-cation requirements include 3 semester hours in each of the following areas of study: organization and coordination of cooperative vocational educa-tion, history and principles of vocational education, occupational analysis and curriculum development, and counseling techniques and human relations skills. Three different options for meeting the coop-erative vocational education work experience re-quirement were also proposed. (A table listing teacher certification requirements by state is in-cluded.) (MN)

ED 290 892

Warmbrod, J. Robert Bobbitt Frank

A Report on the Status and Future Direction of

Vocational-Technical Agriculture Education in

Michigan.
Michigan State Univ., East Lanaing. Dept. of Agricultural and Estension Education.
Spons Agency—Michigan State Council on Vocational Education, Lansing.
Pub Date—Nov 87
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Agricultural Education, Educational Change, "Educational Needs, Educational Planning, Educational Policy," Educational Trends, "Futures (of Society), Postsecondary Education, Secondary Education, Statewide Planning, "Vocational Education Education Education Education Mentifiers—"Michigan

Secondary Education, "Statewide Planning, "Vo-cational Education Identifiers—"Michigan This report provides a description of the status of vocational agricultural education in Michigan in preparation for statewide planning to meet the edu-cational needs of the state's agricultural sector. The report includes three major sections. The first sec-tion summarizes each of the four reports that were completed by the project staff at Michigan State University: (i) a baseline survey of secondary agri-cultural instructors in Michigan; (2) status and trends of vocational-technical education in agricultural instructors in Michigan; (2) status and trends of vocational-technical education in agricultural secondary agriculture programs; and (4) employer opinions about graduates of secondary agricultural education programs. The summary statements pre-ented are designed to emphasize and highlight the findings of the various reports that have direct im-plications for formulating recommendations for pol-icy and program changes in vocational and technical education in agriculture in Michigan. The second major section reports the findings and re-ommendations of the External Review Committee. Information about the review committee, its activi-ties, and its recommendations are presented. The ommendations of the External Review Commissee.

Information about the review committee, its activities, and its recommendations are presented. The concluding section of the report includes the consultant's summary and recommendations and reaction to the recommendations by the review committee. (KC)

ED 290 893 CE 049 560

Warick, Ruth The Role of Staff Development and the Corporate

The Role of Staff Development and the Corporate Culture.
Pub Date—May 87
Note—9p.; Paper presented at the "Change: Implications for Adult Learning" Conference (Regins, Saskatchewan, Canada, May 11-13, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meetin* Papers (150)
EDRS Pr. se - MF01/PC01 Plus Postage.
Descriptors—Adult Education, "Corporate Education, "Cultural Context, Foreign Countries, "Group Dynamics, "Organizational Clustee," Organizational Development, Organizational Objectives, Social Environment, "Staff Development

Objectives, Social Environment, "Staff Development
Identifiers—Saskatchewan
This paper discusses the role of staff development
units with respect to "corporate culture" and in light
of the experience of the Staff Development Division
of the Saskatchewan Public Service. The term "corporate culture" has been defined as the values, symbols, and beliefs that people in a given organization
hold jointly and that thus guide an organization.
Corporate culture has a powerful influence throughout an organization, affecting everything from what
decisions get made to who gets promoted. It is especially important for persons joining an organization

to know whether the organization's culture and values are compatible with their own. Managers must likewise understand how their organization's corporate culture works if they want to accomplish the goals that they have established. Staff development units can perform four roles with respect to corporate culture. Such units can (1) analyze an organization's values, (2) define them, (3) influence them, and (4) reflect them. Analyzing an organization's values might involve identifying the values people believe that a given organization has, or it may mean making an organizational diagnosis (i.e., determining where the organization is today, where it wants to go, and how it can get there). A staff development unit can establish mechanisms whereby people at all levels in the organization can define its values. Influencing an organization's values entails establishing heroes who personify the culture, developing communications systems to carry the culture's message, and developing performance manegement systems to reward performance that is in keeping with corporate values. Like human resource departments, staff development units fulfill a supportive function. Yet, because staff development has a strong mandate to provide education (which is a form of socialize employees to the corporate culture and values of an organization. (MN)

employees to the corporate culture and values of an organization. (MN)

ED 290 894

CE 049 565

New Jersey Statewide Validation of Career and Vocational Guidance and Counseling Standards Project. Final Report.

Bayonne Public Schools, N.J.; Beckwood, Inc., Springfield, IL.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date—Feb 88

Note—77p.

Pub Type—Reports - Research (143)

EDRS Prics - MP01/PC04 Plus Postsage.

Descriptors—Counseling Services, Educational Needs, "Employer Attitudes, "School Business Relationship, "School Counseling, "School Guidance, Secondary Education, State Programs, "State Standards, Statewide Planning, "Validity Identifiers—"New Jersey

A project was conducted to involve New Jersey business and industry representatives in validating a set of student-based guidance and counseling standards developed by New Jersey counselors for statewide implementation. The Structured Group Interview technique of Task List Verification was selected as the validation method. The project design included training of counselor facilitators to conduct county-level validation meetings of employers. Committee makeup was representative of state employers. Analysis of data showed an average agreement level of 75 percent of business and industry with counselor-generated competencies across counties. Twenty-one additions were made to the standards. Committee members were enthusiastic about the validation process, and local school administrators and counselors developed rapport with business and industry personnel. Recommendations included wide dissemination of findings as a model for local involvement, use of trained facilitators in future projects, local involvement, use of training materials.) (KC)

ED 290 895

Wolf. Mary Alice
Selfhood and the Older Learner: The Promise of Education. CE 049 566

Selfhood and the Onser Learner: and Promise on Education.
Pub Date—22 Oct 87
Note—18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, D.C., October 22, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Development, Adult Education, "Sging (Individuals), "Continuing Education, "Bducational Gerontology, "Older Adults, Role of Education, "Self Actualization Educators must create learning opportunities to

ators must create learning opportunities to te older adults and allow them to develop.

These educators must also operationalize self-fulfillment in adult education. Research and theory indicate that cognition is an adaptive process and elders who practice learning activities will maintain their abilities. Further, research and theory of the psychological state of older adults suggest that reminiscence or "life review" is of serious consequence. Programmers should also be aware that interests based on gender may merge or reverse in later life and should consider how education might provide life satisfaction in old age. A longitudinal study of older adult learners has found that the act of partaking of education was often an empowering gesture. A followup study seven years later indicated that most had stopped attending formal educational activities. Reasons fall into three general categories health problems, life patterns, and unfulfilled expectations. Other findings are that informal educational activities still attracted elders, age is irrelevant, and the motivations that brought them into the educational system have not changed-most were related to lifelong personality constructs. Educators must keep in mind that research in gerontology is often cohort-bound; therefore, they must follow older adult participants into the next stage of their lives to see the effects of education. (YLB)

CE 049 569 ED 290 896

Cary, Penny J. Sweeney, Kevin F.
Communication Requirements of Employees of
Business and Industry Represented by Areas of
Technological Study at Southern Maine Vocational Technical Institute.
Southern Maine Vocational Technical Inst., South

Pub Date-Oct 86

Note—37p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptora—*Communication Skills, *Educational Demand, *Educational Needs, Electrical
Occupations, *Employer Attitudes, Needs Assessment, Postsecondary Education, Reading
Skills, Skilled Occupations, Speech Skills, State
Surveys, *Technical Education, *Technical Occupations, Two Year Colleges, Vocational Education, Writing Skills
Identifiers—*Southern Maine Vocational Technical
Institute

Institute
A study examined the need and demand for communication skills for employees in the technical fields for which Southern Maine Vocational Technical Institute offers programs of academic preparation. Two members of the Institute's English Department interviewed representatives of organi-zations that have hired technical program gradu-ates. Further corollary interviews of the Institute's instructors were also conducted to acquaint the in-terviewers with salient facts about the technologies instructors were also conducted to acquaint the interviewers with salient facts about the technologies covered in the study. The interviewers collected detailed information on the communication akills needed to prepare workers for the following occupations: automotive; building construction; culinary arts and hotel, motel, and restaurant management; dietary technician; electrical/electronics; fire science, heating and air conditioning; law enforcement technology; and occanography; marine science deck and engineering; plant and soil technology; plumbing; practical nursing; radiation therapy, radiologic technology; respiratory therapy; and wastewate technology. Reading skills were deemed especially important inasmuch as persons in technical occupations must frequently undergo further training after they have been on their jobs for some time. Writing skills, although frequently not a concern for entry-level employees, become increasingly crucial as workers are promoted or branch out into different areas of an organization. Although public speaking skills did not appear an across-the-board concern, they were very important in certain occupational areas (such as hospitality occupations). (The survey instrument and a list of persons interviewed are appeaded.) (MN)

ED 290 897

Literacy Corps Assistance Act of 1987, Hearing on S. 1016 To Provide Financial Assistance for the Establishment and Operation of Literacy Corps Programs before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-Hrg-100-228

Pub Date-22 Apr 87

Note-57p. Available from

Pub Date—22 Apr 87
Note—57p.
Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, "College Students, "Educational Legislation, "Federal Aid,
Federal Legislation, Hearings, "Illiteracy, "Literacy Education Program Development, "Tutoring
Identifiers—Literacy Corps, Proposed Legislation
This document contains a congressional hearing
on S.1016, which would provide financial assistance
for the establishment and operation of Literacy
Corps programs. (The Literacy Corps would enlist
college students to tutor in reading and math for 6
hours per week in a 10-week semester). Testimony
includes statements and prepared statements from
Hon. Warren Burger, Chief Justice of the United
States, retired; a U.S. senator; and individuals representing the Washington Education Project; School
of Education, St. John's University; New York City
Board of Education; and the Edward Hart Elementary School, Flushing, New York. (YLB)
ED 290 898

ED 290 898 CE 049 574

Business/Education Partnerships in South Caro-lina. Model Projects. South Carolina State Dept. of Education, Columbia. Div. of Public Accountability. Pub Date-87

Pub Date—87

Note—31p.; Document contains colored ink and photographs that will not reproduce clearly. For an earlier edition, see ED 278 819.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PCD2 Plus Postage.

Descriptors—Business, **Corporate Support, **Demonstration Programs, Elementary Secondary Education, Industry, **School Business Relationship, **School Community Relationship, **School Support.

ntifiers-*South Carolina

port
Identifiers—*South Carolina
This document contains reports from school districts in South Carolina on the status of their successful partnerships between schools and businesses. They are examples of what is happening in South Carolina today and what could happen between other businesses and schools as new alliances are formed. These accounts describe new ideas for partnerships as well as tried and true practices. These 14 descriptions of exemplary business-feducation partnerships lilustrate partnerships with E.I. DuPont deNemours & Co.; South Carolina National Bank; Coburg Dairy; Johnson and Walet Culinary College; McDonald's; The Wilson Group; the Kershaw County Chamber of Commerce; Michelin Tire Company; a radio station (WCCP in Clemson); Atlantic Soft Drink Company; Bank of Greeleyville; Tupperware Manufacturing; Wellman Industries, Gist-Brocades; Carowinds Theme Park; and Amida Industries, Inc. They include such diverse school partnerships as adopt-a-school, school volunteer programs, and a community awareness program and involvement of The Citadel. (YLB)

CE 049 577 ED 290 899

ED 290 899 CE 049 5
Holly, Peter
The Dilemmas of Low Attainment. A Critique of
Northamptonshire's Interpretation of the DES
Brief for the Lower Attaining Pupils Programme
(LAPP). An Occasional Paper.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-026-1
Pub Date—87

Pub Date—87
Note—60p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Competency Based Education, *Curriculum Evaluation, Developed Nations, Foreign Countries, *Low Achievement, Program Evaluation, School District Autonomy, Secondary Education, *Underschievement, Vocational *Underschievement, Voca

tion, School substance of the Control of the Contro Pupils Programme. It evaluates the way in which Northamptonshire chose to interpret the requirements of the original Department of Education and Science brief at the LEA level. The background section identifies the Northamptonshire. tion identifies the Northamptonshire program as an illustration of a debate that has been around for 20

years. The paper then discusses seven dilemmas that have been the focus of the debate: (1) the differentihave been the focus of the debate: (1) the differentiated versus the common curriculum; (2) "vocation-alism" within the pre-16 or post-16 curriculum; (3) the school curriculum and the validity of out-of-school experience; (4) the skills in skills-based teaching and learning; (5) the use of profiling as assessment; (6) who the clients are and what is the nature of their complaint, i.e. underachievement; and (7) central direction versus local autonomy: centralization or decentralization. Nearly 60 references are cited. An appendix summarizes the findings of the evaluation of Northamptonshire's Lower Attaining Pupils Programme project that was undertaken by the Further Education Unit. (YLB)

CE 049 578

CE 049 57
The Rural Economy: Implications for Purther,
Higher and Adult Education. An FEU View.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-020-2
Pub Date—87
Note—419.

Pub Date—87
Note—43p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Adult Education, Delivery Systems, *Educational Change, *Educational Needs, Educational Trends, Foreign Countries, *Putures (of Society), Institutional Cooperation, Postsecondary Education, *Rural Economics, *Rural Education, Rural Population.

"Rural Economics, "Rural Education, Rural Population
Identifiers.—"United Kingdom
This study presents an overview of how the further, higher, and adult education (FHE) system in England should support the rural economy. It is meant to relate to the changing agricultural scene, its diversification, the movement of people, and the well-being of the community. The first seven chapters of the booklet describe the nature of the agricultural industry, its work force and problems, and the present state of the art with respect to post-school education and training in rural areas. Chapters 8 and 9 analyze the changes and their implications for FHE. Chapter 10 presents the following conclusions: (1) agriculture will remain the dominant industry, but not necessarily the major employer of skilled labor; (2) tourism, small business, new technology, and other forms of diversification will erode many of the boundaries that presently exist between agricultural and other colleges; and (3) marketing and access are key words-the needs of the rural community should be served. If the FHE system does not serve this population, other providers will fill the gap and displace FHE from its traditional role. Twenty-two references are cited; two appendixes provide lists of research and collaborative projects. (KC)

ED 290 901 CE 049 580

ED 290 901

Doram. Colin And Others

Entrepreneurial Skills. A Carriculum Framework for Self-Employment in Very Small Businesses. A Project Report. Purther Education Unit, London (England). Report No.—ISBN-1-8538-007-5

Pub Date—87

Note—90p.; Small print is used in Appendix 3. Pub Type—Cuides - Non-Classroom (055)

EDRS Price - MP01/PC04 Plus Postage. Descriptors—Adult Education, Pusiness Education, Curriculum, Curriculum Development, Developed Nation, *Entrepreneurship, Foreign Countries, Post-secondary Education, *Small Businesses, Staff Development, Vocational Education Identifiers—Open Entry Open Exit, United Kingdom

Identifiers—Open Entry Open Exit, United Kingdom
This document describes a curriculum framework to which higher education and adult education institutions can relate in providing assistance for those who are interested in starting small businesses. The report begins by attempting to identify the particular population groups affected by the problem and relating to the opportunities for entrepreneurial development available within the United Kingdom. The proposed curriculum features a spiraling progression with flexible entry and exit points; it is suitable for a variety of attendance modes. The curriculum is based on a three-part modular program within each of which nine common themes or strands are developed. A proposal for diagnostic evaluation of course entrants follows, with suggestions for course implementation and comments on teaching and learning strategies. Some ideas on methods of assessing client-learner progress and

competence are also put forward. The implications of this curriculum for staff development needs within further education are then considered. Finally, client-learner case histories and a number of assignments are included as examples of suitable teaching materials. Appendixes include a 15-page outline of curriculum content, a checklist of outcomes and competences, and a 5-page list of resource organizations and materials. (YLB)

Quality in NAFE. Further Education Unit, London (England). Report No.—ISBN-1-85338-027-X Pub Date—87 CE 049 581

Pub Date—87

Note—36p.; Document contains colored type.

Pub Type— Reports - General (140)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—*Adult Education, *Curriculum Design, Delivery Systems, *Educational Improvement, *Educational Needs, *Educational Planning, *Educational Quality, Educational Trends, Fortign Countries, Futures (of Society), Job Training, Needs Assessment, Postsecondary Education, Program Evaluation, Program Improvement

Job Training, Needs Assessment, Postsecondary Education, Program Evaluation, Program Improvement Identifiers—"England
This paper describes a study undertaken to determine quality and needs in work-related nonadvanced further education (NAFE) in England. The descriptive paper is organized in nine sections. The first section introduces the project, which focused on a description of issues of quality in respect to content, structure, and delivery of curricula for the period 1988-1991. It also describes the methodology of the study (a literature search and use of consultants). Section II suggests that quality is a complex mix of issues and springs from the interrelation and interplay among a variety of factors. The planning, design, delivery, and evaluation of quality provision is, therefore, assisted by the use of a framework that identifies the main elements of quality and their relationship to each other. A framework for discussion of quality is described in Section III. Sections IV-VIII identify the main quality issues under each element of the curriculum development process and relate these issues to the demands and responsibilities implied in the construction of educational development plans. From this analysis is derived a checklist of quality issues for each element, together with ground rules for translating them into practice. These appear at the end of each of these five sections. (Appendix 2 contains a full checklist of the ground rules from all five sections for easy reference.) The final section, a short summary and conclusion, is followed by 41 references. (KC)

CE 049 582

ED 290 903 CE 049 58 Fadale, La Verna M. Winter, Gene M. Evaluating Developmental Studies Programs in Two-Year Colleges: A Consensus Approach.

Summary.

Spons Agency—New York State Education Dept.,
Albany. Bureau of Grants Administration.

Pub Date—Dec 87

Note—6p.; Paper presented at the Annual Meeting
of the American Vocational Association (Las
Vegas, NV, December 6-10, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO3 Plus Postage.

Descriptors—"Developmental Studies Programs,
"Evaluation Criteria, "Evaluation Methods,
"Models, Research Utilization, Two Year Colleges, Vocational Education
Identifiers—"New York
A research study used the strategy of practitioner

leges, Vocational Education Identifiers—New York A research study used the strategy of practitioner consensus to identify the common success criteria and standards that are used in the evaluation of developmental/remedial programs in New York State two-year colleges. The study also designed an evaluation model for these programs and deternined its use over time. Using a survey and an interview guide, researchers collected data from a statewide survey of 48 responding colleges (an 80 percent response rate) and in-depth consultations with local staff at 19 colleges itse. A second survey brought in responses from 32 colleges (a rate of 67%). Thirty-one staff members from the sites convened to discuss issues that emerged from the data. A follow-up survey three years later was used to determine model usage. The research effort resulted in a number of findings and conclusions including the following: (1) the term "developmental" was preferred by a majority, although the terms "reme-

dial" and "basic skills" were also used; (2) four pri-mary evaluation criteria (course exit criteria, indi-vidual goals. program completion of the course mary evaluation criteria (course exit criteria, indi-vidual goals, program completion, academic eligibility) were identified; and (3) possible stan-dards were developed within those criteria that might serve as a framework for local program evalu-ation. The study provided a model for evaluation of developmental programs developed through practi-tioner consensus. Over time, it continues to provide a structure for assessment that recognizes academic achievement, student goals, and the institutional context. (KC)

CE 049 583

LeBleu. Lisa Daniel. Ellen

The Perceptions and Practices of Home Economics
Teacher Educators regarding the Preparation of
Pre-Service Teachers for Political Participation.
Pub Date—Dec 87

Note—5p.: Paper presented at the Annual Meeting
of the American Vocational Association (Las
Vegas, NV, December 6-10, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activism, "Educational Attitudes,
Higher Education, Home Economics Education,
*Home Economics Teachers, Political Influences,
*Politics, Preservice Teacher Education, Student
Motivation, Student Organizations, Teacher
Characteristics, "Teacher Educators, *Teacher
Participation

Characteristics, "Teacher Educators, "Teacher Participation
A study was designed to investigate the perceptions and practices of home economics teacher educators with regard to the preparation of preservice vocational home economics teachers for political participation. The population for the research consisted of 277 home economics teacher educators throughout the United States; 186 usable responses (67 percent) were received from a questionnaire on teacher educator backgrounds, attitudes toward preparing teachers for political participation, and content of such preparation. Findings indicated that 100 percent of the respondents encouraged their students to join professional organizations; 97 percent also urged them to assume active leadership roles. Ninety-four percent of the respondents perceived a need to prepare preservice teachers for political participation, but only 85 percent were currently doing so. The most common types of activities included in teacher preparation for political participation were discussions of current legislation affecting home economics, the role of legislation in procational organizations on legislation; and writing letters to legislators or other influential persons. The preparation was integrated into home economics courses, and there were slight differences according to teacher educator characteristics. (KC)

coording to teacher educator characteristics. (KC)

ED 290 905

CE 049 585

How Schools Are Teaching about Labor. A Collection of Galdelines & Lesson Plans. Third Edition.

American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.

Pub Date—88

Note—214p.

Note—214p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MFDI/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Elementary Secondary Education, "Pused Curriculum, "Labor Relations, Learning Activities, Lesson Plans, "Social Studies, Teacher Developed Materials, "Unions, "United States History

This collection of outlines, lesson plans, and classroom materials is intended to help teachers and curriculum specialists in teaching students about the contribution of organized labor to the development of the United States. Units suitable for the elementary, middle school, and high school levels are included. The first of the 12 units, which was prepared by an elementary school teacher when the Long Island Railroad was on strike, integrates labor education into a variety of reading and language arts activities. The second selection is an elementary-level pamphlet on the role of unions in the United States that is designed for use in social studies lessons. The third unit includes poems and short stories describing the contributions of various heroes and heroines of the U.S. labor movement. A secondary school curriculum in labor relations and a set of junior high-level lesson plans for infusing labor education into language arts and social studies classes are provided. Guidelines are presented for

teaching labor law in Maine. A work literature unit for grades 11-12 that was developed by a teacher in a small Pennsylvania coal-mining town is also pres-ented. Other units in the collection include a history ented. Other units in the collection include a history of the American labor movement that was developed by the AFL-ClO's education department and a study of American labor activities that was produced by a New York local of the United Federation of Teachers. A variety of activities, including word puzzles, discussion questions, and songs, can be found in the individual units. (MN)

CE 049 589 ED 290 906

Yrle, Augusta C. Individualize for Student Success in Typewriting-/Keyboarding. Pub Date—[84]

Note-12p.

Pub Date—[84]
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MFD1/PC01 Plus Postage.
Descriptors—"Business Education, Goal Orientation, "Independent Study, "Individualized Instruction," Keyboarding (Data Entry), "Office Occupations Education, Postsecondary Education, "Typewriting Identifiers—"Goal Setting
The concept of individualized instruction has been discussed for more than 60 years. Some individualized instruction techniques that have been individualized instruction of success are ability grouping, nongraded schools, special classes for exceptional children, tracking (scademic versus vocational), remedial classes, and team teaching. Individualized instruction programs may be categorized on the basis of the amount of choice students are permitted to exercise in determining instructional objectives and methods and materials. It may be (1) individually diagnosed and materials in the form of independent study. The viability of individualized instruction as a technique for teaching typewriting classes. The students set goals for speed achievement and for accuracy development for three- or five-minute straight-copy timed writings. If the students' goals had not been realized, they were encouraged to continue to work for another week or two until the goals were realize. timed writings. If the students' goals had not been realized, they were encouraged to continue to work for another week or two until the goals were realize. If the goals were accomplished, the students set new goals. When the students were encouraged to set short-term individual goals, the long-range result was increased productivity. This was satisfying to the students and teachers alike. (MN)

ED 290 907 CE 049 590

James, Simon And Others
Meeting Half Way, Some Approaches to Educational Work with Single Homeless People by the
Basic Education Development Scheme.
North Lambeth Day Centre, Ltd., London (En-And Others

Spons Agency—Adult Literacy and Basic Skills Unit, London (England). Report No.—ISBN-0-948676-01-9 Pub Date—87

Pub Date—87
Note—39p.
Available from—North Lambeth Day Centre, Ltd.,
St. Johns Crypt, 73 Waterloo Road, London SE1
8UD, England (1.50 pounds).
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—"Adult Basic Education, "Adult Literacy, Advocacy, Counseling Services, Day Programs, Disadvantaged, Foreign Countries, "Homeless People, "Literacy Education, Mainstreaming, "Outreach Programs, Program Content

streaming, "Outreach Programs, Program Content
Identifiers—"Basic Education Development
Scheme (England), "England (London)
The Basic Education Development Scheme
(BEDS) was first proposed in 1983 as a way of extending adult basic education services to single
homeless persons. Its overall objective was to extending adult basic education services to single
homeless persons. Its overall objective was to explore through programs (not research) the most
fruitful ways of helping homeless men and women
improve their literacy skills and eventually enter the
mainstream adult education system. Program staff
made themselves visible at two day centers for
homeless persons, not as educational experts but
rather as participants. By introducing the game of
Scrabble at one center and organizing the league,
BEDS staff members were able to introduce the
center's clients to the idea of literacy education in
a monthreatening manner. BEDS staff members
were careful to coordinate their activities with the

staff at the local day centers so as not to duplicate services or compete for the same clients. A drop-in program was devised wherein clients worked in groups to improve their literacy and numeracy skills proups to improve their literacy and numeracy skills through quizzes, worksheets, and games. Eventually, a program of short morning courses was developed and implemented side by side with the drop-in program. The program has been fairly successful in one of the centers but has only had mixed success in the other. This has largely been due to the great diversity of the clients' educational needs. Efforts to work in an advocacy capacity to mainstream clients into traditional adult education programming have met with very limited success, mainly because of the usual barriers encountered by disadvantaged persons trying to gain access to the adult education system. A program to recruit clients who have already gone through the system to serve as tutors (work-partners) is underway; however, it is still too early to evaluate the recruitment program's success. (MN)

ED 290 908 CE 049 597

Walker, Mary Margaret And Others
Status of the NOICC/SOICC Network. NOICC
Administrative Report No. 13.
National Occupational Information Coordinating
Committee (DOL/ETA), Washington, DC.
Pub Date—Dec 87

Pub Date—Dec 87

Note—56p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Databases, Federal Programs, *Information Dissemination, *Information Networks, Information Sources, Microcomputers, *Occupational Information, Program Content, Program Effectiveness, Program Implementation, *Shared Resources and Services, State Programs, User Needs (Information), *User Satisfaction (Information)

Identifiers—National Occupational Information Coordinating Com, *Occupational Information Systems, State Occupational Information Coordi-

nating Comm

nating Comm
Between July 1, 1986, and June 30, 1987, the
National Occupational Information Coordinating
Committee (NOICC)/State Occupational Information Coordinating Committee (SOICC) network has
made significant gains in meeting the information
needs of planners and administrators of vocational made significant gains in meeting the information needs of planners and administrators of vocational education and employment and training programs as well as of individuals making career decisions. There are now microcomputer-based occupational information systems in place in 38 states and territories. A new microcomputer-based occupational projections system makes it possible for individuals owning an MS-DOS microcomputer to develop state and substate supply-demand occupational projections. Two other new software enhancements to the network make it possible to identify education and training institutions and program offerings by geographic area and to retrieve data on industries that employ a certain share of workers in selected occupations. A census occupation/industry matrix file has also been developed for each state. In 29 states, occupational information is being used to plan programs at local community colleges, and 37 SOICCs report that their information is being used to plan programs at local Job Training Partnership Act service delivery areas. During the past year, SOICCs in 36 states provided training on the use and analysis of occupational information for program planning. Forty-six states now have computer-based career information delivery systems (CIDS). In the 1986 program year, these systems served 6-8 million people at approximately 15,000 sites automatical prints programs. Plint programs are mem school students. Plint programs served 6-8 million people at approximately 15,000 sites nationwide, with almost 67 percent of the systems users being school students. Filot programs involving the U.S. Naval Reserve and Department of Defense were also launched during the program year. (MN)

ED 290 909 CE 049 598

Bhola. H. S.

A Policy Analysis of Adult Literacy Education in India: Across the Two National Policy Reviews of 1968 and 1986.

Pub Date—Mar 88

Note—36p.; Paper presented at the Annual Conference of the Comparative and International Education Society (32nd, Atlanta, GA, March 17-20,

1949).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Lit-

eracy, Adult Programs, Change Strategies, Com-parative Analysis, Economic Factors, Economic Opportunities, *Educational Change, *Educa-tional Policy, Foreign Countries, *Literacy Edu-cation, *Social Stratification, Socioeconomic cation, *!

Identifiers-*India, National Adult Education Pro

Identifiers—India, Canoese in gramme (India)
There have been few, if any, significant changes in educational policy regarding the provision of adult literacy education in India over the past two decides. The changes that have taken place in India's ades. The changes that have taken place in India's adult literacy programs have occurred in the realm of technology rather than ideology, thereby supporting a continuity in the existing distributions of economic, social, and political goods within the naporting a continuity in the existing distributions of economic, social, and political goods within the nation. India's present cultural and political climate have resulted in an educational policy that is funcionalist in the sense of being geared to provide the labor force necessary to keep the system going and populist in the sense of being geared toward gaining the votes necessary to win elections. This in turn has translated into greater investments in higher education and proportionally less in constitutionally mandated universalization of elementary education. The most important official confirmation of the need for expanding adult education services in India came in the form of the National Policy Resolution of 1968. The first important initiative in adult education-6the National Adult Education Program (NAEP)—was not established until 1978. It defined education as literacy, functionality, and conscientization, and alliteracy, functionality, and conscientization, and although its structures were eventually established, they did not always function effectively. When Indira Gandhi returned to power in 1980, the program was renamed (it was now simply called the AEP) and expanded from a 10-month to a 3-year program with emphasis on health, family planning, and functional programs. Unfortunately, the AEP was not extremely successful either. The main thrust of the new National Program of Adult Education (established in 1986) is like its predecessors in that its main thrust is efficiency rather than equity and its general mode is technocratic. (MN) literacy, functionality, and conscientization, and al-

ED 290 910 CE 049 599

ED 290 910 CE 049 599
Lewis, Morgan V.
Vocational Education—Job Training Partnership
Act Coordination, Second Annual Report.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—88
Grant—G008620030
Note.—980. For the first annual report, see ED 284

Note-95p.; For the first annual report, see ED 284

075.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cooperative Planning, "Cooperative Programs, "Coordination, Educational Cooperation, Educational Legislation, Employment Programs, Federal Legislation, Job Training, National Surveys, Postsecondary Education, Program Improvement, "School Business Relationship, School Districts, Trend Analysis, "Vocational Education Identifiers—"Job Training Partnership Act 1982, "Service Delivery Areas A telephone survey of 610 service delivery areas

Identifiers—"Job Training Partnership Act 1982,
"Service Delivery Areas

A telephone survey of 610 service delivery areas (SDAs) and a mail survey of a national sample of 983 postsecondary institutions were conducted to assess the status of local-level coordination between vocational education and Job Training Partnership Act (JTPA) programs. Ninety-seven percent of the SDAs were engaged in some type of collaborative effort with public vocational education institutions in the year ending June 1987. Ninety-one percent of the SDA administrators described their relationship with public vocational-technical programs as satisfactory or better. Almost 90 percent of the post-secondary institutions included in the study have some relationship with the JTPA, with 68 percent providing facilities or instructors for JTPA programs they do not conduct themselves. A history of good relationships and shared goals were the two main factors cited by JTPA administrators as facilitating good coordination between vocational education and JTPA. The degree of coordination achieved within SDAs was not systematically associated with any of the economic and demographic characteristics of the SDAs that were analyzed. The JTPA administrators urgad vocational educators to here the SDA information about vocational educators to here the SD JTPA administrators urged vocational educators to keep the SDA information about vocational pro-grams, do more joint planning, be more responsive

to labor market needs and more flexible concerning program lengths and entry and exit times, coordi-nate better within vocational education itself, and accept performance-based contracts. Appendices provide 11 data tables on the SDAs and the two survey forms. (MN)

CE 049 601

Schaer, Barbara Neal, Kathy
A Survey of Knowledge and Attitudes towards
Martial Arts: Recommendations for a Recruitment Program in Continuing Education.
Pub Date—11 Nov 87
Notes 1-12 Bereinstein Pub Date—12 Recommendation

Pub Date—11 Nov 87
Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors, Athletic - Continuin Education In

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletics, "Continuing Education, Interest Inventories, "Physical Education, Post-secondary Education, "Sex Differences, "Student Attitudes, "Student Interests, "Student Recruit-

ment Identifiers—"Martial Arts
A study examined the level of knowledge about and the types of attitudes toward martial arts. The primary objective of the study was to gather information that could be used in designing a recruitment program for a continuing education course in martial arts. A survey instrument was administered to 60 males and 52 females between the ages of 15 and 60. The modal age was 19, and 84 percent of the respondents reported no martial arts experience. The males generally reported first learning about the martial arts from movies, friends, and television, whereas the females most often first learned about the martial arts from friends and only then from the martial arts from friends and only then from television and movies. Motivational factors that television and movies. Motivational factors that would encourage men to participate in the martial arts were self-defense, exercise, and discipline. Women, on the other hand, would be encouraged to participate for reasons of self-defense, health, and exercise. It was concluded that the martial arts were exercise. It was concluded that the martial arts were widely known across age levels and that different promotional factors should be emphasized for men and women. Little appeared to be known about the sociological and psychological benefits or the nonvi-olent aspects of the martial arts. (MN)

CE 049 602 ED 290 912

ED 290 912
Balint, Marilyn
Using the Comprehensive Nursing Achievement
Test as a Predictor of Success on the National
Council Licensure Examination. Learning Theory and Applications Seminar.
Pub Date—Jan 88
Note—36p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Pa(M43)

Pub Type— I pers (043)

pers (043) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Academic Achievement, *Achievement Tests, Graduate Surveys, Higher Education,
*Nursing Education, Predictive Measurement,
*Predictive Validity, *Predictor Variables, *Test

Validity
dentifiers—*Comprehensive Nursing Achievement Test, *National Council Licensure Exami-

ment Test, "National Council Licensure Examination
A study examined the feasibility of using the Comprehensive Nursing Achievement Test as a predictor of nursing students' eventual success on the National Council Licensure Examination (NCLEX-RN). The predictive validity of other factors, such as age, college entrance test acores, and grades in second-year nursing courses, was also examined. Seventy-one graduates of the 1986 registered nursing class from Long Beach City College (California) constituted the study sample. Data collected for each person in the sample included their NCLEX-RN score, their Comprehensive Nursing Achievement Test acore, their age when they took the comprehensive test, their math and reading college admission scores, and their grade-point average (calculated on the basis of course taken during the second year of the nursing program). A two-tailed independent T-test was used on the means for both tests. No significant difference between the two means was found. This confirmed the usefulness of the Comprehensive Nursing Achievement Test as a predictor of success on the NCLEX-RN. In addition to the Comprehensive Nursing Achievement Test as a predictor of success on the NCLEX-RN was the student's performance in second-year nursing courses. Age and math and read-RIE JUL 1988

ing admission scores did not predict success on the NCLEX-RN. It was therefore recommended that the practice of administering the Comprehensive Nursing Achievement Test be continued and that the test be used for curriculum review. (MN)

CE 049 603

Lord Page 200 943 CE 049 80 Jones, Paul E. Wall, Robert E. Evaluation of Public and Private Training Programs in the Baltimore Metropolitan Area. Pub Date—17 Oct 87

Pub Date—17 Oct of Note—18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

Pub Type— Reports - Evaluative (
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage. native (142) —

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting. Comparative Analysis,

"Employment Programs, Instructional Materials,

"Job Training, "Private Agencies, Program Content, "Program Effectiveness, Program Contion, "Public Agencies, "Training Methods Identifiers—"Maryland (Baltimore)

A study compared private and public training programs in the Baltimore (Maryland) metropolitan

tion, "Fuone Agencies," riaming memous identifiers—"Maryland (Baltimore)
A study compared private and public training programs in the Baltimore (Maryland) metropolitan area. Survey instruments were sent to 105 individuals who had been identified as either directing or coordinating a job training program in the Baltimore area. Seventy-six usable survey instruments were returned (a 72 percent response rate). There was considerable agreement among private and public training organizations as to the importance of the akills listed in the first part of the questionnaire. Generic or people-oriented skills were valued most highly by all respondents, with specific job skills receiving a much lower ranking. The private programs did tend to place more value on knowledge of the company's field, working at remote locations, and meeting the pressure of deadlines. The public and private programs were all developed in much and meeting the pressure of deadlines. The public and private programs were all developed in much the same way (individuals were given projects to develop). Both types of organizations preferred on-the-job and competency-based approaches; however, private programs pisced more emphasis on self-instructional materials than did their public counterparts. One area where considerable differences were found was that of communications applications of training materials. Private organizations cations of training materials. Private organizations were more likely to use materials for employee news and information, management communications (to were more likely to use materials for employee news and information, management communications (to employees), annual meetings, and sales functions, whereas public organizations were more likely to use materials for community relations. Thus, public organizations were more likely to use materials for training, whereas private organizations were more likely to use materials for training, whereas private organizations purposes. A greater percentage of private organizations had separate training budgets (69.2 versus 58.3 percent), whereas training budgets were more often subsumed under another line item among public organizations. (MN)

CE 049 604 ED 290 914

Frank, Kenneth A. Lee, Valerie
Who Are the High School Graduates Who Don't

Go to College? Go to Cottege?

Spons Agency—EXXON Education Foundation,
New York, N.Y.

Pub Date—Oct 87

to Date—Oct of the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

ub Type—Reports - Research (143) — Speeches/-

ton, MA, October 14-17, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Demography, "Educational Attainment, "Employment Patterns, Graduate Surveys,
"High School Graduates, "Noncoliege Bound
Students, "Outcomes of Education, "Student

Students, "Outcomes of Education, "Student Characteristics High School and Beyond (NCES) Surprisingly little research has been conducted on noncollege-bound high school graduates who do not fall into some other category such as disadvantaged or unemployed. A study used data drawn from the High School and Beyond research (a multipurpose national longitudinal study of America's high school students) to examine 4,537 high school graduates (class of 1980) who did not attend a two- or four-year college within two years of their high school graduation. Fifty-eight percent of the class of 1980 attended college, leaving 42 percent that did not. Not surprisingly, students from the highest social levels and with the highest levels of scademic achievement were most likely to attend college. On the other hand, many of those who did not choose

appeared especially true for qualified blacks, who often chose full-time employment over college. Of those 1980 graduates who did not attend college, of those 1980 graduates who did not attend college, 3,667 found full-time employment and 870 engaged in "other" activities. Four years after graduation, a full 30 percent of the 870 persons in the "other" category had found full-time employment. The remaining graduates were involved in the following activities: vocational education (9.5 percent), apprenticeship (2.0 percent), government training (0.5 percent), living alone (5.4 percent), Manpower (2.9 percent), a Comprehensive Education and Training Act program (12.1 percent), the Youth Corps (2.8 percent), employer training (11.5 percent), church activities (19.8 percent), noncredit college courses (8.2 percent), and social clubs (17.1 percent). (MN)

CE 049 605

Dyrenfurth, Michael J. International Perspectives on Technological Liter-

Pub Date-7 Dec 87

Pub Date—7 Dec 87
Note—53p.; Paper presented at the Annual Conference of the American Vocational Association
(Las Vegas, NV, December 6-10, 1987). Originally prepared for the International Symposium on Technological Literacy (Columbus, OH, May 13-16, 1987).

on recnnological Literacy (Columbus, OH, May 13-16, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Prics - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, "Educational Needs, "Educational Practices, Elementary Secondary Education, Foreign Countries, Interviews, "Program Content, "Program Development, "Technical Education, "Technological Literacy A study examined international perspectives on the concept of technological literacy and on different attitudes toward the need for technological literacy education in various countries throughout the world. The study was based on interviews with persons in attendance at one or more of five major international conferences and meetings held during 1986 and 1987 (in Vancouver, Canada; The Netherlands; London, England; Dallas, Texas; and Tulsa, Oklahoma). Technological literacy, as a concept, was found to be in a state of flux. Although the concept showed signs of emerging from its evolu-Okishoma). Technological literacy, as a concept, was found to be in a state of flux. Aithough the concept showed signs of emerging from its evolutionary stage, it seems to have remained more anotion than a precise construct. Increasing numbers of countries are becoming sensitive to the concept, and there is considerable agreement that technological literacy necessarily involves an ability to do. The term "technological literacy" is not generally used overseas, and little evidence was found to suggest that science literacy is an important topic. More countries seemed concerned with technology education for all students than with technology education appears to be considerably more developed than that of most other countries. This does not mean, however, that there are no valuable leasons to be learned from overseas. Technology education overseas focuses on design and problem-solving processes, whereas that in the United States focuses more on mastery of technical knowledge or skills. Overall, there seems to be a "quick-fix" mentality in thinking a few years of courses could meet the societal need for technological literacy. (An appendix includes a model and rationale for technological literacy.) (MN)

ED 209 916

CE 049 606

Note—11p.; Paper presented at the Central States Annual Research Conference in Agricultural Ed-ucation (42nd, Chicago, IL, February 21-22,

1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, "Administrator
Attitudes, Adult Programs, "Adult Vocational
Education, "Agricultural Education, Educational
Demand, Educational Economics, Educational
Supply, Enrollment Influences, "Geographic Location, High Schools, "Institutional Characteristics, Program Development, School Attitudes,
State Surveys, "Teacher Attitudes, Vocational Directors, Vocational Education, Vocational Education Teachers

A study examined the institutional factors the influence whether or not adult agricultural education programs are offered in high schools. All Ohio secondary schools that offered vocational agriculture programs in agricultural production or farm business management during 1985-1986 (a total of 260 schools) were included in the study. Data were obtained from survey instruments that were mailed to superintendents, principals, and vocational agriculture instructors and from Ohio Department of Education records. Eighty-one percent of the 252 questionnal agriculture instructors were found to be very important in schools decision as to whether to offer an adult agricultural education program. High school principals were also important. Closely related to the influence of instructors and principals is the extent and nature of school policy about adult education as a function of the particular school. Schools offering young farmer programs usually claim that program as an adult agricultural education program for which reimbursement can be received from the Ohio Department of Education. Surprisingly, schools that offer agricultural education programs. Thus, consultation and advertisement efforts to establish an adult agricultural education programs. Thus, consultation and advertisement efforts to establish an adult agricultural education programs in a secondary school should focus on that school's administrators and instructors. (MN)

CE 049 607

Gerhan, Paul F. Saving Plants and John. Union-Management Ne-gotiations in the Context of Threatened Plant

gotiations in the Context of Threntened Frant Closing. Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich. Report No.—ISBN-0-88099-046-5 Pub Date—87

Pub Date—87
Note—114p.
Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, "Collective Bargaining, Dislocated Workers, "Employer Employee Relationship, Employment Opportunities, Employment Practices, "Job Layoff, Labor Conditions, "Labor Hectonomics, Labor Market, Labor Problems, "Labor Relations, Negotiation Agreements, Policy Formation, Public Policy, "Structural Unemployment, Union Members, Unions, Work Environment

ment, Union Members, Unions, Work Environment
Identifiers—*Ohio (Cleveland)
The study described in this report sought to determine why industrial plants become no longer economically viable and how to prevent this from happening prematurely. Conducted in Cleveland (Ohio) for the Cleveland Tomorrow Committee, the research was done by the McKinsey and Company staff, who interviewed chief executives, conducted case studies, and surveyed trade literature concerning these industries. The three critical factors they identified in Cleveland's decline were high union labor costs, increased foreign competition, and low capital investment. Chapter 1 of this study analyzes the causes for a plant's loss of economic viability and raises questions about plant closures in Northeast Ohio, caused by declining markets, increased competition, caused by declining markets, increased competition from more efficient producers, and obsolete facilities. Chapter 3 reviews four cases in which labor relations issues played a direct part in the threatened closure. In all four cases, work rule changes significantly reduced labor costs, and improved labor-management relations promise productivity improvement in the future. Chapter 4 introduces two cases in which no explicit threat to close was made, but in which, with job security at stake, changes were made that induced management to leate new facilities close to existing plants that were becoming obsolete. Chapter 5 summarizes the findings of the earlier chapters and suggests some public and private policy conclusions. (KC)

ED 290 918 CE 049 610

Wijetunga, W. M. K., Ed.
Training and Accreditation of Adult Education and
Management of Adult Education Associations.
Asian - South Pacific Bureau of Adult Education;
International Council for Adult Education, Toronto (Ontario).

Note—36p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Baise Education, Adult Education, "Adult Educators, Adult Programs, Agency Role, "Developing Nations, Educational Certificates, Educational Policy, Foreign Countries, Postsecondary Education, "Professional Associations, "Teacher Certification, "Teacher Educations,"

tions, "Teacher Certification, "Teacher Education
Identifiers—"Asia Pacific Region
This booklet describes the recommendations for
training and accreditation of adult educators in the
Asia-South Pacific regions as determined by educators who met in workshops in 1985. It also provides
guidelines for adult education organizations in the
area. Objectives are listed for the training of trainers, including setting up a support network, identifying gaps in training, identifying needs of trainers,
setting up methods and approaches to training, establishing regional training centers, and setting criteria for selection and certification of trainers. A
second group of similar recommendations are included for community-based educators. Module
content is suggested for basic and advanced training
of adult educators. Following a separate workshop,
guidelines for the management of adult education
associations were issued. These guidelines provide
information on the roles and functions of the associastons secretary and suggestions for strengthening
adult education associations. Appendixes provide
specific information on the roles and functions of
the Asia-South Pacific region. A copy of the
membership application is included. (KC)

ED 290 919

Barrier, Lynn P.

Introduction to Engineering, Course I: Challen
of Engineering, Course II: Engineering Proje
Virginia State Dept. of Education, Richmond

Pub Date-5 Dec 87

of Engineering, Course II: Engineering Projects. Virginia State Dept. of Education, Richmond. Pub Date—5 Dec 87
Note—341p.; Document presented at the Annual Conference of the American Vocational Association (Las Vegas, NV. December 6-10, 1987).
Available from—Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208.
Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)
EDRS Price—MP01/PC14 Plus Postage.
Descriptors—Behavioral Objectives, "Competency Based Education, "Engineering, Engineering Graphics, "Fused Curriculum, Geometry, Grade 11, Grade 12, Information Sources, Learning Activities, Lesson Plans, "Mathematics Curriculum, Measurement Techniques, Problem Solving, Research Methodology, "Science Curriculum, Secondary Education, Technical Education, Technical Writing, Technological Advancement, "Technological Literacy
This guide, which is designed to be used in a two-course sequence, is intended to prepare college-bound high school juniors and semiors for engineering and related courses at the college level. The guide was developed as part of an experimental competency-based curriculum that integrates the high-tech applications of mathematics and science concepts into pre-engineering activities. The following topics are covered in the first course: the engineering profession and related careers; engineering graphics, descriptive geometry, and measurement; contributions of engineering in history; fundamentals of problem solving; the science and properties of materials to solve problems; communication of technical information; use of the design process to improve devices or systems; research methods and use of technical libraries and patent information: computers and problem solving. In the second course, the course objectives are related to students and society as a whole, the concept of the technical information; use of the design process to improve devices or systems; research methods and use of technical libraries and patent information computers and

formance/problem-solving exams). (MN)

ED 290 920 ED 290 920 CE 049 614
Loss Prevention through Safety Belt Use: A Handbook for Managers.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-806-955
Pub Date—Sep 86
Note—150p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C.

U.S. Goverament Printing Office, Washington, DC.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accident Prevention, Corporate Education, Cost Effectiveness, Course Content, "Driver Education, Educational Resources, Injuries, Lesson Plans, Occupational Safety and Health, Postaccondary Education, Program Development, Public Relations, "Restraints (Vehicle Safety), "Safety Education, Traffic Accidents, "Traffic Safety, "Workshops This handbook is designed to help managers address safety belt usage issues through a cost-effective and direct approach—establishing an employee safety belt program. The handbook offers a handson guide for conducting the program not provides for implementation at all levels. The handbook contains cost information, a program overview, policy and program development information, positive incentive concepts, accident reporting and record-keeping information, education sessions, and public relations procedures and promotional ideas, including a coordinated graphics program. All materials are designed to be photocopied easily or reproduced with a sponsoring organization's logo. The resources section lists readily available materials for rent or loan. Suggestions for updating the loss-management system are also included so managers can track collisions and the extent of safety belt use before and after a specific campaign. An evaluation guide is suggested for program analysis. The handbook also after a specific campaign. An evaluation guide is suggested for program analysis. The handbook also can be used to conduct education sessions as part of community outreach programs. (KC)

CE 049 616 Fitzgerald, Brian Harmon, Lisa Consumer Rights and Accountability in Post-secondary Vocational-Technical Education: An

Exploratory Study.

Pelavin Associates, Inc., Washington, DC.

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evalington, DC.

Pub Date-Feb 88

Pub Date—Feb 88

Note—88p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, *Accreditation (Institutions), Accrediting Agencies, Agency Role, Consumer Protection, Disclosure, Dropouts, Fronancial Problems, Postascondary Education, Proprietary Schools, Student Financial Aid, Student Problems, *Student Rights, Student School Relationship, Technical Education, Vocational Education, *Vocational Education, *Vocational Schools

Beginning in October 1987, Pelavin Associates
conducted an exploratory study of consumer rights

Beginning in October 1987, Pelavin Associates conducted an exploratory study of consumer rights and accountability in postsecondary vocational-technical (PVT) programs for the U.S. Department of Education. The study focused on how effectively the governance structure-accreditation and federal and state regulation-ensures that consumer rights are protected and that institutions are appropriately accountable to both consumers and taxpayers for the educational services being provided. The study relied primarily on interviews with federal officials; state and guarantee agency staff in California, Illinois, and Texas; and institutional administrators at nine public and proprietary institutions recomnois, and Texas; and institutional administrators at nine public and proprietary institutions recommended by accreditation agencies and states as having exemplary practices. The findings of the study indicate that the structure of PVT education permits problems to occur and thus consumers' rights are not being adequately protected. In particular, the study found serious structural problems in the governance, operation, and delivery of postsecondary vocational-technical education. Some of the significant problems found included the following: (1) questionable recruiting and admissions practices; (2) awarding financial sid to ineligible students; (3) low program completion rates; (4) failure of achoots to provide refunds to students who drop out; (5) loan defaults by students; and (6) flaws in the accreditation process. (KC)

ED 290 922 CE 049 618 Vocational Education and the Low Achieving Stu-dent. A Study of Vocational Education. Repor

#3.

South Carolina State Council on Vocational and Technical Education, Columbia.

Pub Date—Feb 86

Note—52p; For related documents, see ED 282
983-984 and CE 049 620.

983-984 and CE 049 620.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Career Counseling, "Counselor Attitudes, Educational Attitudes, Educational Diagnosis, "Educationally Disadvantaged, Educational Needs, "Low Achievement, Program Effectiveness, Program Improvement, Secondary Education, Student Placement, "Teacher Attitudes, "Vocational Education."

tudes, *Vocational Education
This report, the third in a series of studies of South
Carolina's vocational education system, summarizes the results of a statewide survey of approximately 350 vocational center directors, guidance
and placement personnel, and vocational teachers
on the issue of how vocational education can best
meet the needs of some 30,000 low achieving students who do not pursue postsecondary education.
The results of the survey revealed that (1) low
achieving students are being served primarily in
trade/industry and occupational home economics;
(2) there are no specific guidelines regarding assessment and counseling about programs that offer the
most realistic opportunities for success and job
placement; (3) vocational center directors typically
have higher expectations about the training and
placement staff; (4) the most useful aspects of the
vocational curriculum for low achievers are the
hands-on instructional approach, career exploration
and more individualized attention, and the development of positive work habits and attitudes; and (5)
available resources are not being used effectively to
help low achievers. Recommendations were made
on developing policy for early and systematic assessment and placement of low achievers in remedistation and employability skills programs, developing
alternative programs, providing incentives for employers, and expanding counselors' roles in assessing and counseling low achieving students. (KC) This report, the third in a series of studies of South

CE 049 620 ED 290 923 ELI 270 92.5 CE 049 620
What Employers Say about Vocational Education
in South Carolina. A Study of Vocational Education. Report #5.
South Carolina State Council on Vocational and
Technical Education, Columbis.
Pub Date—Arc 86.

Technical Education, Columbia.

Pub Date—Apr 86

Note—68p.; For related documents, see ED 282
983-984 and CE 049 618.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Basic Skills, "Educational Improvement, "Educational Needs, "Employer Attitudes, Employment Potential, "Entry Workers, Job Skills, Job Training, "Labor Needs, Program Evaluation, Program Improvement, Secondary Education, "Vocational Education Identifiers—"South Carolina
This report, the fifth in a series of studies of South

This report, the fifth in a series of studies of South

Identifiers—"South Carolina
This report, the fifth in a series of studies of South
Carolina's vocational education system, summarizes the results of a recent mail survey of more than
1,200 employers throughout the state regarding
their perceptions of and experiences with vocational
education, its graduates, and entry-level workers.
Some of the results of the survey were as follows: (1)
over 31 percent of the employers said they were not
getting enough qualified applicants for entry-level
positions, especially in the construction industry;
(2) the need for preemployment training of workers
varied by industry; (3) the four worker characteristics most preferred by employers included good
work habits and attitudes, interpersonal skills, seccific job skills, and prior work experience; (4) although employers did not rate "basic academic
skills" highly, there was serious concern about the
lack of these skills in some applicants; and (5) nearly
three-fourths of all respondents said they preferred
to hire workers who had not. Recommendations
were made to study the potential role of vocational
education for all students, to increase employability
skills training, to involve employers in vocational
programming and student recruitment, and to make
assessment of employer satisfaction and student job
placement components of vocational program evalnation. (KC)

CE 049 624 ED 290 924

Levitan, Sar A. Gallo, Frank
A Second Chance. Training for Jobs.
Upjohn (W.E.) Inst. for Employment Research,
Kalamazoo, Mich.
Report No.—ISBN-0-88099-056-2

Report No.—II Pub Date—88

Pub Date—88
Note—230p.
Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
Pub Type—Reports - Evaluative (142) — Books (010)

Pub Type— Reports - Evaluative (142) — Books (010)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Adult Programs, Change Strategies, Comparative Analysis, Disadvantaged, Dislocated Workers, Dropout Programs, Educational Change, Employment Programs, Education Criteria, Evaluation Methods, *Job Training, Migrant Programs, Outcomes of Education, *Program Content, *Program Effectiveness, Program Improvement, *Retraining, Youth Programs

Identifiers—*Comprehensive Employment and Training Act, Job Corps, *Job Training Partnership Act 1982, Native Americans

The Job Training Partnership Act (JTPA) was heralded as a major overhaul of the Comprehensive Employment and Training Act (CETA) program. Five years after passage of JTPA, the answer to the question of whether it has indeed managed to remedy CETA's shortcomings appears to be an unequivocal maybe. Although the JTPA has been praised by numerous business representatives and politically conservative public figures and government officials, a careful assessment of JTPA programs made by administration officials and many program managers. Evidence suggests that JTPA's superiority over CETA may be illusory. For one thing, local administrators and training contractors select a more qualified clientele than CETA served. Moreover, by offering briefer and less intensive courses, JTPA' does too little to improve the saleable labor market akills of its enrollees. JTPA's emphasis on outcomes also creates strong temptations to "doctor" program outcome data. Because of saleance isbor market axiii to its enrollees. JIFA's emphasis on outcomes also creates strong temptations to "doctor" program outcome data. Because of federal and state negligence, JTPA's dislocated worker projects have spent only two-thirds of their appropriated funds. Dislocated worker programs run under JTPA have tended to exclude the least run under JTPA have tended to exclude the least educated and older workers (the ones most in need of help). In contrast, the Job Corpa program acems relatively unchanged since the JTPA's passage, and efforts are now underway to replicate the highly effective Job Corps model of combining remedial and vocational education. Training programs for migrant farm workers and Native Americans have been particularly neglected under JTPA. Evidence suggests that, with reform, the program could improve considerably, even without altering its administrative structure. (This document contains extensive reference notes and an index.) (MN)

ED 290 925 CE 049 627 McCulloch, Sue

Initial Assessment of Reading Skills. Adult Literacy and Basic Skills Unit, London (En-

giand).
Pub Date—[87]
Note—5p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF0L/PC01 Plas Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Developed Nations, Diagnostic Teaching, Foreign Countries, *Literacy Education, *Reading Diagnosis, *Reading Skills, *Student Evaluation.

This article sets forth some ideas as starting points for the initial assessment of reading, particularly for those who are relatively new to adult literacy work. It describes materials to use, including choice of materials and levels of difficulty. Variables that afdistribution and levels of difficulty. Variables that affect a reader's performance are listed. Information is also provided on how to administer the assessment. This includes material on diagnostic use of the assessment sheets. (YLB)

ED 290 926 CE 049 629

bright, Leonard ocational Education for the Disadvantaged and Handicapped. A Guide to Program Administra-

American Vocational Association, Alexandria, VA.

Pub Date—36 Note—45p.; For an earlier edition, see ED 179 770. Available from—American Vocational Association, 1410 King Street, Alexandria, VA 22314. Pub Type—Guides - Non-Classroom (055) EDRS Price—MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Disabilities, *Disadvantaged, Educational Finance, Education Work Relationship, Exceptional Persons, Individualized Education Programs, *Mainstreaming, *Program Administration, Program Implementation, *Program Evaluation, *Program Implementation, Publicity, Pupil Personnel Services, Secondary Education, Student Evaluation, Student Flacement, Student School Relationship, *Vocational Education, Vocational Evaluation

Identifiers-Carl D Perkins Vocational Education

Act 1984 in D Perkins vocational Education Act 1984. This second edition provides local administrators of vocational education with some basic guidelines and strategies for managing programs and services for handicapped and disadvantaged people. The new program requirements in the Carl D. Perkins Act, such as communicating program options to handicapped and disadvantaged students and their parents, conducting vocational assessments and facilitating students transitions from school to work, are presented. More specifically, the seven sections of the guide cover the following topics: communicating program options to students and their parents; identifying students with special needs; individualized program planning; student placement in vocational education; student service provisions in vocational education; monitoring and evaluating special services; and program funding provisions. A 31-item bibliography is included. (KC)

ED 290 927 CE 049 630

Asselin, Susan B.
Making the Transition: A Teacher's Guide for Helping Students with Special Needs.
American Vocational Association, Alexandria, VA.

Pub Date-87

Note—39p.
Available from—American Vocational Association,
1410 King Street, Alexandria, VA 22314.
Pub Type—Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Community Resources, Daily Living Skills, "Disabilities, "Disadvantaged, "Educational Planning, "Education Work Relationship, Employment Potential, Exceptional Persons, Individualized Education Programs, Job Placement, Job Skills, Mainstreaming, Secondary Education, Skill Development, Student Needs, Student School Relationship, "Teacher Role, Vocational Education, Vocational Education, Vocational Followup, Work Experience Programs Identifiers—Carl D Perkins Vocational Education Act 1984 able from EDRS.

Identifiers—Carl D Perkins Vocational Education Act 1984
This guide is designed to help vocational education teachers prepare students with special needs to make a successful transition from school to employment. The guide is organized in five chapters. The first chapter provides a definition of transition and a model for transition from special education or vocational education to the community. In Chapter II, the various types of special needs and disadvantaged students are described. Chapter III discusses career preparation for special needs students. Elements include academic preparation, career awareness and orientation, independent living skills, vocational exploration, vocational assessment, work adjustment, vocational education, job placement, follow-up, and postsecondary education. The teacher's role in planning for special needs students to become employed is discussed in the fourth chapter. Some of the teacher's responsibilities include interagency agreements, individualized education programs, and individualized transition plans. The final chapter suggests program components that can ensure successful transitions, including community resources, vocational skill training, employability skills, work experience programs, and follow-up avocational special needs student follow-up questionairs and a list of 18 references are included. (KC)

ED 290 928

CE 049 631

Homer, Michael M.
Revising the Curriculum. Positive Approaches toward Program Improvement.

American Vocational Association, Alexandria, VA Pub Date—85 Note—30p. Available from

Available from—American Vocational Associati 1410 King Street, Alexandria, VA 22314. Pub Type— Guides - Classroom - Teacher (05/ EDRS Price - MF01 Plus Postage. PC Not Avail ociation. er (052)

able from EDRS.

EDRS Price - MF01 Plus Postags. PC Not Available from EDRS.

Descriptora—*Advisory Committees, *Educational Improvement, *Educational Needs, Educational Trends, Faculty Development, Postsecondary Education, *Program Improvement, *Public Relations, Secondary Education, Success, *Vocational Education | Education, Success, *Vocational Education | Education of how excellence can be achieved in a vocational education program. The first part of the booklet describes the components of excellence in vocational education, such as excellent teachers, meeting the needs of students, the community, and employen; and being responsive to change. Sections of the paper propose methods of building excellence in vocational education programs by developing and maintaining advisory committees; developing faculty, administrators, and peers; developing information and curriculum; and implementing the plan. The final section focuses on communicating success (public relations). (KC)

CE 049 632

Barrick, R. Kirby, Ed.
Using Microcomputers in Teaching Vocational

rican Vocational Association, Alexandria, VA. Pub Date-87

Pub Date—s: Note—78p. Available from—Publications Committee, Agricul-tural Education Division, American Vocational Association, 1410 King Street, Alexandris, VA

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Fub Type—Gundes - Classroom - Teacher (US2)
EDRS Frice - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Agricultural Education, Computer Assisted Instruction, Computer Programs, "Computer Software, "Computer Uses in Education, Database Management Systems, Databases, Data Processing, Microcomputers, Postsecondary Education, Program Costs, Secondary Education, Program Costs, Secondary Education, "Vocational Education, "Word Processing, This collection of articles is designed to help vocational agriculture teachers use microcomputers in teaching. The guide covers both the different types of software and the ways they can be applied in teaching. The guide is organized in three sections. The first section covers types of programs and includes "Selection of Microcomputer Hardware and Software for Agricultural Education" (Camp); "Electronic Spreadsheet Applications" (Stitet et al.); "Data Bases for Vocational Agriculture" (Moeller); "Text Editing and Word Processing" (Malpied); and "Using Agricultural Information and Networking Services" (Miller, Gamble). The second section provides practical tips on incorporating the computer into an instructional program, including "Computer-Assisted Instruction in Vocational Agriculture" (Foster); "Microcomputers in Supervised Occupational Experience Programs" (Briers); and "Using Microcomputers with the Future Farmers of America" (Carter, Chize). The final section sugests sources of help for "Generating Instructional Materials" (Giesemann) and "Teaching Students to Use Microcomputers" (Bowen). The articles mention brand names of computer hardware and software and provide comparisons of features as well as prices of the various software programs. (KC)

ED 290 930 CE 049 633

irk E., Ed. And Others

Cheren, Mark E., Ed. And Others
Learning Management: Emerging Directions for
Learning To Learn in the Workplace. Information Series No. 320.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—630.

Contract—sub-s-0011
Note—63p.
Available from—National Center for Research in
Vocational Education, Publications Office, Box F,
1960 Kenny Road, Columbus, OH 43210-1090
(Order No. IN320-\$6.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDBS Price - McPol/PC03 Plus Pustage.

Corporate Education, Educational Strategies, Independent Study, Industrial Education, Adult Learning, "Corporate Education, Educational Strategies, Independent Study, Industrial Education, "Instructional Leadership, Learning Resources Centers, "Learning Strategies, Models, Organizational Climate, Organizational Objectives, Postsecondary Education, "Problem Solving, "Professional Continuing Education, Training Methods, Workshops

This collection, which should be of particular interest to adult education teachers, trainers, and researchers, suggests new models for attaining learning management skills to facilitate on-the-job learning. In the introduction, Mark E. Cheren discusses the need for new models and terms and examines the concepts of learning management and situational learning, In her paper entitled "Developing Learning skills development in England and covers supporting research, learning blockages, categories of learning, and applications in commercial organizations. Howard S. Barrow's paper, "Learning Management in the Context of Small Group Problem-Based Learning," describes a problem-based learning method that was originally developed for medical students and practicing physicians. The approach enables professionals to monitor their own learning needs during the problem-solving process, thereby enabling the learner to become less dependent on the teacher (who becomes a facilitator of learning). In a paper entitled "Learning Management Stills Development," Mark E. Cheren suggests several ways of developing learning management competence within the context of training and development, activities such as orientation programs, courses and workshops, learning resource centers, and self-instructional materials. The organizational perspective on learning management in discussed by Robert Smith in a paper entitled "Cearning to Learn in the Workplace." An appendix containing a working definition

CE 049 634 ED 290 931

ED 290 931 CE 049 634
Knox, Alan R
International Perspectives on Adult Education.
Information Series No. 321.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Contract—400-84-0011
Note—570.

Contract—4001 Note—59p.

Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN321-\$6.00).

1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN321-56.00). Pub Type—Information Analyses - ERIC Information Analysis Products (071). EDRS Price - MF01/PO13 Plus Postage. Descriptors—"Adult Education, Adult Literacy, Comparative Analysis, "Comparative Education, "Continuing Education, Cultural Pluralism, Decision Making, Developed Nations, Developing Nations, Educational Planning, Foreign Countries, "Global Approach, Government Role, International Cooperation, "International Education, Lifelong Learning, Nonformal Education, Lifelong Learning, Nonformal Education, Lifelong Learning, Nonformal Education, Postsecondary Education, "Social Influences Adult continuing education practitioners in the United States can improve their planning and decision making by developing an understanding of major societal influences on their programs for adults in other national settings. This monograph is intended to illustrate the uses to which conclusions about societal influences can be put when making local planning decisions. The utility of an international perspective on the following seven decision areas is explored: planning, participation, campaigns, staffing, clientele, pluralism, and higher education. The section on strategic planning analyzes societal influences on agency functioning and on the service area, including social trends and client international perspective on the following seven decision areas is explored: planning on the service area, including social trends and client interests in six major regions of the world. Societal influences that deter participation in educational activities by hard-to-reach adults and that affect program priorities are examined. Selected societal program priorities are examined. Selected societal program priorities are examined. Selected societal program priorities are examined.

characteristics associated with successful literacy programs are covered in the section on planning literacy campaigns. The section on providing professional development activities for adult education practitioners compares the contributions of providers, associations, and universities in various regions of the world. Examples of collaborative efforts that have been established in Europe, Canada, and Australia are provided. Each section includes implications for practitioners in the United States. trains are provised. Each section includes impact-tions for practitioners in the United States. Appendixes list journals with articles on adult edu-cation, methods of comparative analysis, and prom-ising sources of comparative social indicators. (SK)

ED 290 932 CE 049 635

Gordus, Jeanne Prial And Others
Preventing Obsolescence through Retraining: Contexts, Policies, and Programs. Information Setexts, Policie ries No. 322.

ries No. 322. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—87 Contract—400-84-0011

Note-69p.

Note—69p. Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN322-\$7.00).

Pub Type— Information Analyses - ERIC Informa-tion Analysis Products (071)

tion Analysis Products (071)
EDRS Price - MF01/PC03 Plas Pestage.
Descriptors—Adult Education, Business Cycles,
Career Education, *Corporate Education, Demonstration Programs, *Dislocated Workers, Employment Potential, *Inplant Programs, Job
Search Methods, Job Skills, *Retraining, *Skill
Obsolescence, *Structural Unemployment,
Technological Advancement Obsolescence, *Structural *Technological Advancement

"Technological Advancement
This report addresses the degree to which retraining has met the challenge of ensuring that the American work force has adequate skills to cope with the changing world of work. Chapter I sketches economic, social, and technological changes that help explain why the current reactive approach needs to be more active. In chapter 2, the extensiveness of permanent job loss is discussed with particular emphasis on the correlates of prolonged unemployment—lower levels of education and training. Chapter 3 reviews data relevant to the retraining initiatives begun under the Job Training Partnership Act. Chapter 4 deals with the skills and capacities that employers regard as essential now and in the future to allow their employees to maintain and increase productivity and thereby prevent obsolescence. Chapter 5 investigates efforts of employers and institutions to remedy the situation, in terms of educational and training programs and learning opeducational and training programs and learning op-portunities made available to employees. The final chapter summarizes results and discusses critical issues that require attention. Specific suggestions are provided for desirable features of retraining pro-grams and desirable aspects of organizational develent. (SK)

ED 290 933 CE 049 636

Hoyt, Kenneth B. Shylo, Karen R.

Career Education in Transition: Trends and Impli-cations for the Future. Information Series No.

323, ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—87 Contract—400-84-0011

Note—77p.
Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN323-\$7.00). Pub Type— Information Analyses - ERIC Informa-tion Analysis Products (071) EDRS Price - MF01/PC04 Plus Postage.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Awareness, Career Development, "Career Education, Career Exploration, Case Studies, Change Strategies, Cooperative Programs, "Educational Change, Educational Cooperation, "Educational Trends, Fused Curriculum, "Futures (of Society), Models, Program Content, "Program Development, Program Implementation, "Program Improvement, Relevance (Education), State of the Art Reviews, Statewide Planning, Trend Analysis Identifiers—"Career Education Incentive Act 1977,

CE 049 641

Ohio
This document examines what has happened to career education since the 1981 repeal of the Career Education Incentive Act and where it appears to be going in the future. In his monograph "Trends in Career Education: Implications for the Puture," Kenneth B. Hoyt examines past, present, and future trends in the field from the perspective of seven components of career education. These components are as follows: promoting and implementing partnerships between the private sector and public education system: equipoing persons with general nersange between the private sector and punch equi-cation system; equipping persons with general employability, adaptability, and promotability skills; helping persons in career awareness, explora-tion, and decision-making activities; reforming edu-cation by infusing a careers emphasis in classrooms; making work a meaningful part of a total life-style; relating education and work so that better choices making work a meaningful part of a total messylie; relating education and work so that better choices of both can be made; and reducing bias and stereotyping, thereby protecting freedom of career choice. Karen R. Shylo's monograph, "Effective Leadership Strategies for a Successful Career Development Program: A Case Study," examines the way in which Ohio implemented its career development program in the 1980 by following a nine-step implementation strategy that was designed to maintain career education as a viable program. The program is examined in terms of the following implementation strategies: develop a rationale for the program get support from the top, design the program as part of a larger human resource system, target the managers, boister the basics, make sure the power to head the program is at hand, develop a variety of delivery systems, support the program with organizational policy, and evaluate the program and promote its outcomes. (SK)

ED 290 934

CE 049 637

EAJ 257 3-34 CE 049 637
Burge, Penny L.
Career Development of Single Parents. Information Series No. 324.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0081
Note—470.

Contract—400-34-4001 Note—47p. Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN324-\$5.25). Pub Type - Information Analyses - ERIC Informa-tion Analysis Products (071)

(Order No. IN324-55.29).
Pub Type-—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MFP1/PCU2 Plus Pestage.
Descriptors—Adoisecents, Basic Skills, *Career Development, *Displaced Homemakers, Dropout Prevention, Educational Needs, Employment Problems, Family Life, *Fatherless Family, Fatherless Family, Fatherless Family, Parenthood Educations, *One Parent Family, Parenthood Education, *Overty, Prevocational Education, Self Concept, Sex Role
The number of single-parent families has increased dramatically. These families are subject to extreme economic problems and thus are in special need of career development and vocational preparation. Displaced homemakers are at a disadvantage inasmuch as they must reenter the work force; moreover, they face the additional career development hurdles of an external locus of control and low self-esteem. Adolescent mothers generally face the problems of diminished educational and vocational achievement and limited or no access to child care. Although single-parent fathers generally have a healthier economic status than their female counterparts, they often find their sole child-rearing role conflicting with their work expectations and must often fill social roles for which they have not been prepared. Effective career development programs for these special needs groups need a variety of components, including the following: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, analysis of the role of gender in occupational choice, self-concept building, skills assessment, challenges of combining work and family roles, nontraditional job skills, and parenthood education. Examples of successful programs that have been tailored to single-parent sudiences include high school dropout prevention programs for pregnant teens and teen parents, special programs catering to nontraditional adult students at established educational sites, support and referral networks linking a variety of community agencies and servic

toward single parents. (SK)

ED 290 935

CE 049 638

McCrory, David L.

Technology Education: Industrial Arts in Transition. A Review and Synthesis of the Research, Fourth Edition. Information Series No. 325.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

CE 049 638

Pub Date—87 Contract—400-84-0011

Contract—400-84-0011
Note—72p.
Available from—National Center for Research in
Vocational Education, Publications Office, Box F,
1960 Kenny Road, Columbus, OH 43210-1090
(Order No. IN325-\$7.00).

1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN325-57.00). Pub Type—Information Analyses - ERIC Information Analysis Products (071) EDRS Price - MP01/PC03 Plus Postage. Descriptors—°Curriculum Design, °Curriculum Development, Educational Philosophy, Educational Research, °Industrial Arta, °Industrial Arts Teachers, Laboratories, Learning Processes, Post-secondary Education, Research Methodology, Research Problems, School Shops, Secondary Education, State of the Art Reviews, Teacher Education, Teaching Methods, "Technology This monograph presents a compilation and review of selected technology education research literature published from 1980 through 1986. The paper seeks to reflect the breadth and variety of disciplined inquiry during this important period as the profession changed its name and focus from insustrial arts to technology education. The review is divided into sections representing major topic categories likely to be of interest to researchers. Major sections are history, philosophy, and objectives; human resources related studies; status studies; curriculum; learning process variables; instructional media, materials, and methods; student personnel and guidance; facilities; evaluation; teacher education; administration and supervision; and professional concerns. Each section ends with a summary and inferences related to the studies included in the section. A concluding section discusses general findings and recommendations. A 21-page listing of section. A concluding section discusses general findings and recommendations. A 21-page listing of references is appended. (SK)

CE 049 639 ED 290 936

ED 290 936

CE 049 639

Jacobs, Ronald L.

Human Performance Technology: A SystemsBased Field for the Training and Development

Profession. Information Series No. 326.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0011

Note—530.

Note—339.

Available from—National Center for Research in Vocational Education, Publications Office, Box F, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN326-\$6.00).

1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN326-56.00). Pub Type—Information Analyses - ERIC Information Analysis Products (071). EDRS Price - MF91/F029 Plus Postage. Descriptors—Adult Education, "Human Factors Engineering, "Job Performance, Labor Force Development, "Management Systems, Postsecondary Education, Problem Solving, Professional Occupations, Theory Practice Relationship, "Training, Training Objectives Identifiers—"Performance Technology
This monograph proposes and describes a systems-based field of study for the training and development (T&D) profession: human performance technology. The first section describes what is meant by a field of study and professional practice and then provides a rationale for the proposal. Section 2 explores training and development in the context of the growth of a new professional specialization. Section 3 presents an overview and description of human performance technology and then proposes a formal goal and definition of the field. In section 4, implications are set forth that should have relevance in two areas related to T&D: professional practice and academic programs. The field is section presents 11 propositions that encapsulate the general characteristics of the field. These propositions illustrate that the uniqueness of the T&D profession lies in its role of helping people improve their performance using all aspects of the work environment and systems to make these improvements.

provements occur. Conclusions and a 74-item reference list are included. (SK)

ED 290 937

Adams, Barbara
Listening to You...Listening to Us. Expanding
Educational Provision for Unemployed Adults in
Birmingham. FEU/REPLAN.
Purther Education Unit, London (England).
Report No.—ISBN-1-85338-028-8
Pub Date—87

Pub Date - V.
Note-60p.
Pub Type— Reports - Research (143)
EDRS Price - MPül-PCB3 Plus Postage.
Descriptors— Adult Education, Adults, *Curriculum Development, Developed Nations, Disadvantaged, *Employment Potential, Foreign Countries, Job Skills, *Job Training, Needs Assessment. *Program Development, *Unemploy-

ment
Identifiers—England (Birmingham)
This report describes a project that adopted a curriculum development approach to meet the education and training needs of the unemployed and other disadvantaged groups in Birmingham, England. Chapter I gives the project's purpose. Chapter 2 sets the project in its context-an outer city area. Chapter 3 describes the processes of analyzing needs and carrying out surveys and searches. Evidence is presented of the extent to which unemployed and other disadvantaged groups were already taking up learning opportunities in adult education. The chapter recounts what was learned from talking to long-term unemployed adults about their first educational experience, employment, use of time, unempioyee admit shout their first educational ex-perience, employment, unemployment, use of time, and aspirations. Chapter 4 describes the lessons learned from the processes of developing the curric-ulum through pilot projects. An account of starting up a cross-service (further education-adult educa-tion-voluntary sector) staff training and develop-ment group is included. Chapter 5 recommends types of provision of education and training. Chap-ter 6 offers recommendations to policymakers. Five appendixes include the Project Information Bullein, a case study of a marketing and pilot exercise, a descriptive chart of the pilot schemes or projects, a checklist for practitioners developing an adult curriculum, and a bibliography and reference section.

ED 290 938 CE 049 642

ED 290 938

CE 049 642

Relevance, Flexibility & Competence,
Further Education Unit, London (England).
Report No.—ISBN-1-85338-030-X

Pub Date—87

Note—69p; Document contains colored print.
Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Pius Postage.

Descriptors—Adult Vocational Education, *Competency Based Education, *Curriculum Design, *Curriculum Development, Developed Nations, Foreign Countries, Postsecondary Education, *Poreign Countries, Postsecondary Education, *Poreign Development, *Program Implementation, *Vocational Education

Part 1 of this document suggests a curriculum framework and strategy for vocational education and training provision for youth over age 14 in the United Kingdom. Section 1 describes vocational preparation as supportive process of education and training nocessary to accompany vocational change. United Kingdom. Section 1 described vocational preparation as a supportive process of education and training necessary to accompany vocational change. Section 2 discusses the aims and themes necessary to make such a framework applicable to a wide-ranging clientele in a context that might demand several changes in vocation in a lifetime. Section 3 explains the composition of the content for the framework, how this content may be defined in terms of outcomes, and how the content could or should be delivered. Section 4 concentrates on the organization and support that should exist in further education to allow effective participation in the provision of vocational preparation. Evaluation and review are the focuses of the final section. Part 2 of this document provides a series of 17 Briefing. Notes, which illuminate various aspects of the main text and should be used as an accompanying resource. Topics include the generic nature of the aims of vocational preparation; a common core; vocational preparation options; a common core; vocational preparation in the provider of the development for vocational preparation; staff development for vocational preparation; staff development for vocational preparation; equal opportunities; special educational needs; and review and evaluation. (YLB) ED 290 939

CE 049 643

Dixon, Ken Implementis Institution

Dixon, Ken
Implementing Open Learning in Local Authority
Institutions. A Guide for Institution Managers
and Local Authority Officers. Second Edition.
Further Education Unit, London (England).; Manpower Services Commission, London (England). Report No.—ISBN-1-8533B-039-3
Pub Date—87
Note—69p.; Five pages of flowcharts are printed on
peach-colored pager. Some colored print is used.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/P03 Plus Pestags.
Descriptors—Access to Education, *Distance Education, *Educational Finance, Expenditure per
Student, External Degree Programs, Foreign
Countries, Higher Education, *Independent
Study, Nontraditional Education, *Open Universities, *Program Implementation of open learning in
Great Britain provides information on resourcing,
resource deployment, and costing and pricing. It
begins by drawing attention to points of importance
to those engaged in forming policy on the provision
of open learning. These are presented in a series of
flowcharts giving quick reference to relevant paragraphs in the text and related entries in the appendixes. The introduction reviews the advantages of
open learning and indicates the feasibility of its implementation within precent regulations and agreements. The section on open learning and the client
sets the context of the guide through a brief overview of the nature of open learning and the client
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give examples and references that support or amplify the text. (YLB)

ED 290 940

CE 049 644
Anxious To Work. Proposals for Insproving Guidance and Course Provision for Unemployed Adults. FEU/REFLAN.

Further Education Unit, London (England).
Report No.—ISBN-1-85338-035-0
Pub Date—87
Note—55p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Adult Counseling, "Adult Programs, Adults, "Career Counseling, Curriculum Development, Foreign Countries, Information Networks, Interviews, "Models, "Networks, Occupational Information, Staff Development, "Unemployment, Vocational Education Identifiers—United Kingdom
A project was designed to define the extent of the courses and programs available to unemployed adults and to investigate the problems involved in maintaining an up-to-date information, guidance, and counseling service in the United Kingdom. Interviews were conducted with 100 unemployed adults in Nottingham, England. Information was sought on interviewes" past and present use of education and training, awareness of local provision, employment history and aspirations, and attitudes toward education, guidance facilities, and information about them. Agencies and organizations closely associated with unemployed adults and employers were also surveyed. Recommendations were made for setting up an information, guidance, and counseling network. A central coordinating unit was suggested to serve as a focal point for a citywide network of agencies offering support to the unemployed After the need for a collaborative multiagency network was identified, the project instigated several pilot initiatives, including a directory of agencies, using the media, information pack, informal agencies forum, and collaborative outreach. A model of a citywide information and guidance network was proposed. Suggestions were also made for

associated curriculum and staff development. (Appendixes include a bibliography, interview schedule, and staff development checklist.) (YLB)

ED 290 941 CE 049 645 ED 290 941 Haidacher, Richard C. And Others Consumer Demand for Dairy Products. A Sum-mary Analysis. Agriculture Information Bulletin Number 537. Economic Research Service (DOA), Washington,

D.C.

Pub Date-Mar 88 Note-13n

Economic Research Service (DOA), washington, D.C.
Pub Date—Mar 88
Note—139.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Agricultural Production, Agriculture, "Cost Indexes, Costs, Dairy Farmers, Economic Change, Expenditures
Identifiers—"Consumption, "Dairy Products
This study analyzes the 1980s upturn in per capita consumption of dairy products in the United States. The study found that per capita consumption of total dairy products in the United States. The study found that per capita consumption of other study found that per capita consumption of items such as whole milk declined, whereas items such as lowfat milk and cheese increased at rates that more than offset decreases in other products, leading to an increase in the overall average consumption of dairy products. Despite a slowdown in the U.S. population growth rate, per capita consumption of all dairy products to generate the sharpest prolonged increase in total consumption increased enough during the 1980s to generate the sharpest prolonged increase in total consumption of dairy products at the national level in decades. Rising consumer incomes and declining prices for dairy products relative to other foods caused most of the 2 percent average annual increase in per capita consumption posted from 1983 through 1986. Advertising, concern about health and nutrition, changes in demographics, and government donations also affected consumption. However, these influences were small for most dairy products of changes in relative prices and consumer incomes. (Author/KC)

ED 290 942

Clauson, Annette L. Hoff, Frederic L.

Structural and Financial Characteristics of U.S.

Sugar Beet Farms. Agricultural Economic Report Number 384.

Economic Research Service (DOA), Washington, D.C.

Pub Date-Feb 88

run Date—Feb 88
Note—68p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Numerical/Quantitative Data (110) —
Reports - General (140)
EDRS Price - MPBI/PCB3 Plus Postage.
Descriptors—Adults, "Agricultural Education,
"Agricultural Production," Agricultural Trends,
Agricultural Production, "Agricultural Trends,
Agricultural Production, "Agricultural Trends,
Agricultural Production and financial
characteristics of sugar beet producers in seven regiona. Section 1 examines the structural characteristics of U.S. sugar beet producers. Sugar beet
production; land use, tenure, irrigation, and livestock enterprises are considered. Section 2 discusses
production costs, including cost estimates, production efficiency estimates, and economies of size.
Section 3 provides information on financial characteristics. Data are presented on sales class distributions, total cash income, and net worth. Section 4
briefly addresses sugar legislation and the farm firm.
Discussions in the final section present structural
and financial characteristics of sugar beet operators
in each of the seven surveyed production regions.
Michigan and Ohio; Minnesota and Eastern North
Dakota; Colorado, Nebraska, and Southeastern
Wyoming; Montans, Northwestern Wyoming, and
Northwestern North Dakota; Eastern Idaho; Western Idaho and Oregon; and California. The report
includes 40 tables and 20 figures. (YLB)

ED 290 943 CE 049 649

Dismukes. Robert
U.S. Rice Farms. A Regional Comparison. Staff
Report No. AGESS80119.
Economic Research Service (DOA), Washington,

DC. Agriculture and Rural Economics Div.
Pub Date—Feb 88
Note—50p. Numerical/Quantitative Data (110) —
Reports - General (140)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—*Agricultural Production, Agriculture, *Cost Effectiveness, *Farm Management, *Grains (Food), *Income Identifiers—*Rice
U.S. farms growing rice varied considerably among seven rice-growing regions, according to the 1984 Farm Costs and Returns Survey. This report (which includes 28 data tables) summarizes and compares the production practices and costs of production of United States rice farms. Costs per acre of rice were greatest in California and on the Lower Cost of Texas. Rice growers in Northeast Arkansas and the Miansiasipi River Delta received the most favorable returns from rice. Returns were least favorable on the Lower Coast of Texas. (Author/KC)

CE 049 651

Liapis, Peter S. ugus, Peter S.
conomic Analysis of Grain Production in France.
Staff Report No. AGES880202.
conomic Research Service (DOA), Washington,

D.C.

Pub Date—Mar 88

Note—47p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Agricultural Production, "Competition, "Cost Effectiveness, Economics, Foreign Countries, "Grains (Food)
Identifiers—"European Community, "France, United States

Identifiers—"European Community, "France, United States
A study analyzed grain production in France, the major grain producer in the European Community and one of the leading producers in the world. France is also a major grain exporter and thus competes with the United States in world markets. The United States is pursuing a policy of lower world prices to regain market share. Large grain surpluses in the European Community have resulted in increased budget expenditures to support grain farmers and pressures to lower prices. The study tried to determine the implications of lower prices on French grain production. The results suggest that the French grain area is price elastic. However, supply response also depends upon yield, which is not sensitive to changes in output prices in the short run. French products receive preferential treatment within European Community markets, and their exports to nonmember countries are subsidized, enabling France to increase exports and market share. Prench competitiveness has also been enhanced by technological improvements, relatively high and stable prices, and structural change. (Author KC)

CE 049 652 ED 290 945

Huang, Wen-Yuan And Others
Land Use and Soll Erosion. A National Linear
Programming Model. Technical Bulletin Num-ber 1742.

conomic Research Service (DOA), Washington, D.C.

D.C.
Pub Date—Feb 88
Note—39p.; Document contains colored print.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402 (stock no. 001-019-00567-0).
Pub Type—Numerical/Quantitative Data (110) —
Reports - General (140)
EDRS Price - MF0L/PC02 Plus Postage.
Descriptors—*Agricultural Education, *Agricultural Production, *Costs, Federal Aid, *Land Use,
*Linear Programing, Models, *Soil Conservation
This technical bulletin documents a model, the
Natural Resource Linear Programming (NRLP)
model, capable of measuring the effects of land use
restrictions imposed as conservation measures. The
primary use for the model is to examine the government expenditures required to compensate farmers
for retiring potentially erodible private cropland.
The model and its uses are introduced, and the design of the base model is then described. The mathematical formulation representing the base model is
then specified. Land base dats used in the base
model are presented, and the derivation of coefficients used in the base model are tare described. Results of a base run solution are presented. The
bulletin concludes with a discussion of the system's
potential applications such as analysis of cropland
retirement programs, optional conservation-tillage
practices, and integration of soil conservation pro-

grams with commodity programs. (YLB)

CE 049 654 World Indices of Agricultural and Food Produc-tion, 1977-86. Statistical Bulletin Number 759. Economic Research Service (DOA), Washington,

-Mar 88

Note—313p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors— Agricultural Production, *Cost Indexes, Developed Nations, Developing Nations,
*Food, Foreign Countries
Identifiers—Africa, Asia, Europe, Oceania, Western Hemisphere
World food production reached a record high in
1986, exceeding 1983's record by about 1 percent,
despite declining food output in Latin America, the
United States, Western Europe, and Oceania.
World food production generally increased faster
than population from 1977 to 1936. Production of
agricultural commodities increased at an annual World food production generally increased faster than population from 1977 to 1986. Production of agricultural commodities increased at an annual compound rate of about 2.3 percent, but only 0.7 percent on a per capita basis. This report contains 151 indexes of total and per capita agricultural and food production for 1977-86 for 111 countries, 12 regions, and the world. The indexes are calculated using a Laspeyres base-weighted aggregate formula. The data for the reports were obtained primarily from the official statistics of foreign governments. Other sources include commodity reports from the Food and Agriculture Organization and the United States Department of Agriculture's Foreign Agricultural Service and Economic Research Service. (Author/KC)

CE 049 656

ED 290 947

Ash, Mark And Others

Selected Characteristics of the U.S. Feed Manufacturing Industry, 1984. Staff Report No.

AGES\$80121.

mic Research Service (DOA), Washington,

D.C
Pub Date—Mar 88
Note—94p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—Agricultural Education, Agricultural
Production, Agricultural Supplies, Agricultural
Supply Occupations, Crop Processing Occupations, 'Feed Industry, Field Crops, 'Grains
(Food), 'Manufacturing Industry, *Off Farm Agricultural Occupations
This report summarizes some selected character-

(Food), "Manufacturing Industry, "Off Farm Agricultural Occupations
This report summarizes some selected characteristics of the feed manufacturing industry based on the results of a mail survey of U.S. feed manufacturing establishments to obtain information about structural characteristics of the industry in 1984. These characteristics are compared with those reported earlier from the 1975 survey to provide insights about structural changes in the industry between 1975 and 1984. One section discusses structural characteristics that apply to all formula feed production, including number of feed mills and location, size of operation, ownership structure, methods "distribution, and transportation. The next section discusses specific characteristics of formula feed production, type of livestock feed, kinds of primary feed, form of feed, and feed ingredients used to manufacture primary feed. Labor productivity is briefly covered in the final section. Appendix tables 1-16 contain comparative statistics at the regional level. Tables 17-53 cover state details for the 1984 survey. (YLB) 1984 survey. (YLB)

ED 290 948 CE 049 66 Campbell, Paul B. High School Vocational Training. Contractor Re-CE 049 662

port.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-322c
Pub Date—Peb 87
Contract—300-84-0196
Note—73p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PCR3 Plus Postage.

Descriptors—Academic Aspiration, Academic Education, Blacks, Career Choice, *Employment Level, Enrollment, Females, *High School Gradustes, High Schools, Hispanic Americans, Males, Minority Groups, Occupational Aspiration, *Outcomes of Education, Postsecondary Education, *Racial Factors, Sex Discrimination, Socioeconomic Status, *Student Characteristics, *Vocational Education, Whites Identifiers—*High School and Beyond (NCES)

The overall objective of this study was to assess the short-term economic advantages that accrue to young people as a result of vocational training. Using the High School and Beyond data base, specifically-sophomore cohort data—a study created 21 tables that show (1) relationships between the primary variables of race, gender, and socioeconomic status and level of participation in vocational education or the selection of a vocational education specialty; (2) whether the primary variables affect the amount and kind of post-high school vocational training and cradentialing; and (3) whether there were similar relationships with labor market outcomes. Some of the findings of the study were that race/ethnicity did not appear to be a major factor in level of participation or in selection into the vocational specialities; however, race/ethnicity was related to wages in an unexpected way—Hispanics held the highest hourly wage rates. Cender was a major factor in the level of participation in vocational education the level of participation in vocational education and the vocational educations of certificates and licenses armed after high school. Race/ethnicity was related to wages in an unexpected way—Hispanics held the highest hourly wage rates. Cender was a major factor in the level of participation in vocational education in the vocational education special control and co earmed after high school. Race/ethnicity was related to wages in an unexpected way-Hispanics held the highest hourly wage rates. Cender was a major factor in the level of participation in vocational education in the high school and in the selection of vocational specialty. Women worked fewer hours and received lower rates of pay than men. Students from lower socioeconomic levels were more likely to follow a vocational curriculum. The research was not considered complete but could be used as raw data for further study of the correlations. (Two tables are appended to this report.) (KC)

CE 049 664

ED 29 399 CE 049 664
Bucy, Harriet H.
Effective Guest Speakers and Tour Activities...Perfecting the Partnership.
South Carolina State Dept. of Education, Columbia.
Div. of Public Accountability.

Pub Date-87

Pub Date—87
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Class Activities, *Classroom Techniques, Educational Planning, Education Work Relationship, *Field Trips, Postsecondary Education, Program Development, *School Business Relationship, Secondary Education, *Speech Communication.

Relationship, Secondary Education, *Speech Communication Identifiers—"Guest Speakers, *South Carolina This guide is intended to help school personnel, as well as community and private sector providers, make the most effective use of tours and guest speakers. The booklet offers a step-by-step guide to (1) designing a meaningful experience for students; (2) assuring the teacher of a successful and well-organized activity; and (3) giving the provider confidence and a sense of success and satisfaction. The booklet is divided into three major components. Part I deals with the Education Improvement Act in South Carolina and its importance in private sector/parent involvement. Part II defines seven areas of improved approaches for successful activities (locating resources, contacting community resources, preparing students, preparing the classroom or other arrangements, documenting guest presentations, providing recognition and appreciation, and carrying out evaluation and feedback). These sugestions are designed for use by teachers, administrators, and partnership coordinators. Part III assists the speaker or tour provider with ways of ensuring greater success and more effective contributions of time and energy. Sample evaluation forms are provided in appendixes to the guide. (KC)

ED 290 950 CE 049 671

Automated Bookkeeping Curriculum, Chinatown Manpower Project, Inc., New York,

Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC. Pub Date—88 Grant—G008100858

ucation, *Bookkeeping, *Chinese Americans, Clerical Occupations, Computer Oriented Programs, Course Content, Curriculum Guides, Educational Resources, *Employment Potential, *English (Second Language), *Job Skills, Limited English Speaking, Office Occupations Education, Postsecondary Education, Second Language Instruction, "Typewriting, Vocational Education, Vocational Followup.

Postsecondary Éducation, Second Language Instruction, "Typewriting, Vocational Education, Vocational Followup
This document describes a project that provides full-time training in automated bookkeeping as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods three periods of job-skills instruction, three periods of job-related ESL instruction, three periods of job-related ESL instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the automated bookkeeping course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and evaluation of trainees. Thirteen appendixes, making up the major part of the curriculum guide, cover the following: bibliographies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test. Form A; individual counseling and employability development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

ED 290 951

Data Entry Curriculum. Chinatown Manpower Project, Inc., New York, SVI.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—88
Grant—G008100858

-121p. Pyne Guides - Classroom - Teacher (052) —

Pub Date—88
Grant—G008100858
Note—121p.
Pub Type—Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, Bilingual Education, "Chinese Americans, Clerical Occupations, Computer Oriented Programs, Course Content, Curriculum Guides, "Data Processing, Educational Resources, "Employment Potential," English (Second Language), "Job Skills, Office Occupations Education, Postsecondary Education, Second Language Instruction, Typewriting, Vocational Education, Vocational Followup, "Word Processing
This document describes a project that provides full-time training in the microcomputing area of data entry/word processing as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods: three periods of job-skills instruction, three periods of job-skills instruction, three period of special activities such as individual counseling/employability instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the date entry course is divided into five parts: objectives, course outline, instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; seedicational conventions and conventional publishy divided into five divided conventions and convention and convention of the Proficiency Test, Form A; Bilingual Vocational Oral Proficiency Test, Form A; phies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; individual counseling and employability development record; trainee competency development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

CE 049 674 ED 290 952 Jackson-Mayer, Sheila And Others Strategies for Success. A Study on ABE Student

tal Carolina Community Coll., Jacksonville,

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh. Pub Date—Aug 87

Spons Agency—North Carolina State Dept. or Community Colleges, Raleigh.
Pub Date—Aug 87
Note—133p.
Pub Type— Guides - Non-Clasaroom (055)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Academic Persistence, "Adult Basic Education, "Adult Dropouts, "Dropout Programs, "School Holding Power, "Student Attrition Identifiers—310 Project
This handbook is intended as a practical guide for adult basic education (ABE) directors, counselors, and faculty in an effort to increase ABE student retention. Following a literature review and description of the research problem, part I contains data obtained from the four major surveys administered during a project that investigated the causes of ABE student attrition and implemented intervention strategies for increasing the retention of these students. Part II presents a number of strategies for retaining ABE students that were implemented during the project. These include student consultations, no-show interviews, partial dropout consultations, incoming student consultations), special project (schedule change, spring quarter mini-survey), networking activities (instructor interaction, human service agency interaction), and other activities (car pool, orientation, recoption, newsletter, volunteer tutors, "May Countdown"). Other contents are a theoretical model of strategies for success, implications, recommended retention strategies, and an annotated bibliography. Seven appendixes include job descriptions, survey instruments, forms and letters, enrollment figures, and special projects materials. (YLB)

CE 049 677

Buckner, Jamie Vocational Guidance Model for Rural Schools. Pub Date—6 Dec 87 Note—45p.; Paper presented at the Annual N

Pub Date—6 Dec 87

Note—45p.; Paper presented at the Annual Meeting of the American Vocational Association Convention (Las Vegas, NV, December 6-10, 1987).
Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)

EDRS Price - MP01/PC22 Plus Postage.
Descriptors—Academic Aspiration, Career Choice, Career Education, "Career Exploration, "Career Cuidance, Community Resources, Educational Resources, Education Work Relationship, High Schools, "High School Seniors, Job Training, Modela, Noncollege Bound Students, Post-secondary Education, "Rural Schools, "School Guidance, Student Motivation, Workshops Identifiers—Alaska
This vocational guidance model is designed to

This vocational guidance model is designed to help new rural counselors, itinerant counselors, or teacher advisors provide rural Alaskan high school seniors with a series of career and vocational experiteacher/advisors provide rural Alaskan high school seniors with a series of career and vocational experiences designed to facilitate the transition from high school to a job or to postsecondary training. The model is organized in four phases. In the first phase, steps counselors/teachers should take to start a program before the school year begins are outlined. Phase III presents ideas for helping students explore careers; Phase III reables counselors/teachers to help students examine the options available for training after high school. The final phase suggests methods for student follow-up and building community support. Worksheets for career exploration scrivities and materials for determining postsecondary training options are included in the model. (KC)

CE 049 678

Pacel, David J. And Others Visions for Change. The Context and Characteris-tics of Postsecondary Vocational Education Car-riculum in the Year 2000: Implications for riculum Policy.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education. Spons Agency—Minnesota State Board of Voca-tional-Technical Education, St. Paul.

Pub Date—Feb 88 Note—28p.; For a related document, see ED 288

Note—28p.; For a remainded of the Common Minnesota Research and Development Center for Vocational Education, University of Minnesota, 1954 Buford Avenue, St. Paul, MN 55108 (\$3.00).

Opinion Papers (120)

Pub Type— Opinion Papers (120) EDRS Price - MP01/PC02 Plus P

Descriptors—Curriculum Development, Demography, "Educational Change, Educational Improvement, "Educational Policy, Educational Practices, "Educational Trends, "Futures (of Society), "Policy Formation, Postsecondary Education, Technological Advancement, "Vocational Education

tion, Technological Advancement, "Vocational Education
The purpose of a study was to develop a vision of
the postsecondary vocational technical curriculum
that would be appropriate for the social context anticipated in the year 2000. It was based on the premise that the curriculum is likely to be shaped by a
number of groups of decision makers and will most
likely include elements upon which those groups
agree. The study developed assumptions about the
future social context of postsecondary vocational
education. A list of characteristics that can be manipulated to adapt the future curriculum was drawn
up and organized in 10 categories (program needs
assessment, program access, articulation among
programs and institutions, program purpose, content identification, evaluation of student learning,
program format, lesson structuring, learning resources, and program evaluation.) Finally, a scenario of the probable future was developed, based on
similarities and differences in the perceptions of the
curriculum among key decision-making groups who
will influence curricular change. (KC)

CE 049 679 ED 290 955

ED 290 955

Sakiyama, Narumi
Country Paper-Japan (Employers').
Pub Date—May 87

Note—10p; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price —MP01/PO1 Plus Postage.
Descriptors—Continuing Education, Educational Change, "Educational Trends, Education Work Relationship, Employment Practices, Foreign Countries, Futures (of Society), "Industrial Training, Labor Needs, "On the Job Training, Post-secondary Education, School Business Relationship, "Trade and Industrial Education, Vocational Education Indentifiers—"Japan

Relationship, "Trade and Industrial Education, Vocational Education Identifiers—"Japan Japanese industrialization started later than in other countries and thus relied at first on foreign-trained persons. Soon, however, Japanese companies began systems of in-house training for their employees. Eventually, some companies paid tustion for their employees to attend night schools at educational institutions and even to study abroad. After World War II, increasing democratization led to a rise in labor unions and the beginning of such employment practices as lifetime commitment, seniority pay, recruitment of school leavers, internal promotion, and job rotation. The Korean War increased investment for industrial production as well as the need for skilled workers. Employers and educational institutions stepped up training efforts. These efforts contributed to the growth of the Japanese economy until the first oil crisis of 1973, when emphasis was shifted toward labor-management cooperation and energy conservation. Today, industrial and employment structures are changing rapidly due to technological advances, increased services, and internationalization. To date, in-house training has emphasized training workers for immediate use. Although this approach will still be needed, education that passes along the drive of corporate expertise is also necessary. The need for continuing education efforts and improved community-level facilities. (KC)

ED 290 956

Whitesel, Russ
Background Information on Adult Illiteracy, Employment Disincentives Memo No. 4.
Wisconsin State Legislative Council, Madison.
Pub Date—11 Dec 86
Note—17p.
Pub Type— Reports - General (140)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Adult Basic Education, "Adult Literacy, "Adult Programs, "Federal Programs, High School Equivalency Programs, "Illiteracy, "Literacy Education, Program Descriptions, "State Programs."

ans iffers—"Wisconsin is memo is designed to assist Wisconsin's Spe-Committee on Employment Disincentives in

reviewing the issue of adult illiteracy. Section A provides information on the extent of illiteracy in the United States. Section B discusses selected literacy programs at the federal, state, and local levels. Results are provided of a study of federal activities that address the problem of illiteracy among the nation's adult population, including 79 literacy-related programs administered by 14 federal agencies. Next are described those state education and training programs administered by the Vocational, Technical, and Adult Education (VTAE) System; the Department of Health and Social Services (DHSS); and the Department of Industry, Labor, and Human Relations (DILHR) that have a primary focus on adult illiteracy. VTAE system programs include general educational development, adult basic education, goal-oriented adult learning, adult high school, and English as a second language. DHSS programs include the Wisconsin Employment Opportunities Program. DILHR administration of the Federal Job Training Partmership Act in the state is also discussed. A brief section on the private sector mentions Project Literacy U.S., Laubach Literacy Action, and Literacy Volunteers of America. (YLB)

CE 049 682

ED 290 957 CE 049 68
Edwards, Peter Gould, Warren
New Directions in Apprentice Selection: Self-Perceived "On the Joh" Literacy (Rending) Demands of Apprentices.
Pub Date—Dec 87

Note—21p.; Paper presented at the Joint Conference of the Australian Association for Research in Education/New Zealand Association for Research in Education (Christchurch, New Zealand,

Bducation/New Zealand Association for Research in Education (Christchurch, New Zealand, December 1987).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, Educational Research, "Electrical Occupations, Electromechanical Technology, Foreign Countries, "Job Skills, Literacy, Postaccondary Education, "Reading Skills, Student Attitudes Identifiers—Australia, "Job Related Reading A study investigated the self-perceived, on-the-job literacy tasks of electrical mechanic apprentices in Victoria, Australia. A random sample of 401 apprentices from 19 locations representing all levels of apprenticeship training were questioned about their reading needs and the consequences of making a reading error in their work. Data were processed and analyzed using the Lotus 1-2-3 IBM computer program. The apprentices stated that they were mainly involved with reading nonprose materials, especially warnings, electrical wiring/circuit diagrams, and job sheets for their on-the-job needs. The consequences of making a reading error that was work-related were felt to involve mainly wasting time and materials, having to redo the job, and inconveniencing people. Results indicated that apprentice training institutions should give greater emphasis to the development of skimming and scanning skills in reading as well as extended practice in processing and understanding a variety of graphical materials that apprentices encounter in their work. (YLB) (YLB)

ED 290 958

CE 049 704

Collaborative Partnerships in Maryland To Reduce Adult Illiteracy.

National Inst. for Work and Learning, Washington,

Spons Agency—Maryland State Dept. of Educa-tion, Baltimore. Div. of Instruction. Report No.—ISBN-0-86510-058-6 Pub Date—87

-58p.

Pub Date—89.

Note—389.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MPDI/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Case Studies, Cooperative
Planning, *Cooperative Programs, Educational
Needs, Educational Practices, Employer Attitudes, English (Second Language), High School

Equivalency Programs, Instructor Coordinators,
*Literacy Education, Models, Needs Assessment,
*Program Development, *School Business Restationship, *Statewide Planning, Teacher Attitudes
Identifiers—310 Project, *Maryland
A study examined existing collaborative activities
between private or public employers and adult basic
education (ABE), general educational development
(GED), and English as a second language (ESL)
programs in Maryland's 24 local education agen-

cies. Information was gathered directly from 16 ABE administrators (including 4 community college administrators and 1 prison education coordinator), 5 community-based organizations and literacy networks, and 9 employers. The information gathered indicated that collaborative partnerships can be beneficial to public and private sector organizations alike. One apparent major impediment to the expansion of current partnerships is that employers are often unaware of literacy education needs in their current work force and among individuals likely to become future members of their work force. The fact that ABE programs often lack the staff and financial resources needed to disseminate information about the availability and benefits of adult literacy and specialized training courses inme star and manical resources necessor to dissem-nate information about the availability and benefits of adult literacy and specialized training courses im-poses a further obstacle to the expansion of partner-ships. These obstacles can be overcome by (1) establishing a broadly based advisory committee, (2) developing employer interest in literacy, (3) ex-panding imitial contacts with employers, (4) encour-aging employer involvement through internal and external activities, and (5) doing more in the way of assessing the results of collaboration. (Appendixes include summaries of major pieces of federal legisla-tion supporting adult literacy programs, the survey instrument, the study contract, a brochure on adult literacy programs in Maryland, and the names and addresses of employers and organizations involved in adult literacy education.) (MN)

ED 290 959 CE 049 705

Baty, Tom Inocelda, Dominic
Adult Education Support Services Program at
Susannah Wesley Community Center, Final Re-

nnah Wesley Community Center, Honolulu,

Spons Agency—Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. Pub Date—Jul 87 Note—23p.

Spons Agency—Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date—Jul 87

Note—23p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Padult Basic Education, "Basic Skills, Competency Based Education, "Dropout Prevention, English (Second Language), Enrollment Rate, High School Equivalency Programs, "Immigrants, "Outreach Programs, "Student Recruitment, Workshops Identifiers—310 Project
A project was undertaken to provide an educational support program for adult basic education (ABE) classes by using educational outreach workers to help immigrant and other local residents in Hawaii sequire basic skills. The project goals were to (1) identify and recruit at least 250 adults in need of ABE; (2) develop an outreach strategy to enroll 50 percent of the adults recruited into ABE classes; (3) promote completion of classes for 50 percent of the students referred for educational support and follow-up; and (4) provide a minimum of three educational outreach workers were hired for the project. Care was taken to hire individuals who would be sensitive to the special needs and problems of the target population, and familiar with educational systems. The program was specifically concerned with recruiting students into the ABE/English-as-a-second-language, naturalization, general educational development (GED), and competency-based education (CBE) classes offered by the local community school. Of the 296 students who were recruited, 180 attended class for at least 1 day or more. Despite the aggressive outreach and supportive services provided, the project's completion rate for students referred to GED and CBE was 68 of 257 (264 election). This resulted in an overall completion rate of 271 percent. Five workshops, two more than had been projected, were presented to provide students with self-help information about their community and the resources available to them. (MN)

CE 049 706 ED 290 960

Whitson, Donna L.
ICLIS-A Model for Empowering the Rural Adult

Learner.

Pub Date—22 Oct 87

Note—11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October

22, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—*Adult Education, Cooperative Planning, Information Networks, Linking Agents, Microcomputers, "Models, Regional Cooperation, "Regional Planning, Rural Areas, "Rural Education, "Self Actualization, "Shared Resources and Services, Teleconferencing Identifiers—"Empowerment, Wyoming

The Intermountain Community Learning and Information Services (ICLIS) worked for 18 months to develop a model program to meet the educational and informational needs of rural adults by combining traditional methods and innovative technologies. The model consists of five concentric rings around a rural population circle with three additional circles connected from the outside. At the center of the matrix is the rural population. The next ring represents the ICLIS and Community Information Specialists located in the local public library of the project's two pilot sites (both located in Wyoming). The information specialists function as the brokers and channels through which needs and information flow between the inner and outer circles. The next ring to the community resources consists of the Wyoming Project Office (which is responsible for planning, development, fiscal, and management operations) and the project advisory group (13 representatives of resources and agencies throughout the state who are essentially responsible for connecting the next ring of external entities to the ismerings and target audience). The next two rings represent the major resource areas or links to those resources that are located inside and outside Wyoming. The outer ring represents interstate linkages within the project as well as the three other states participating in the project (Colorado, Montana, and Utah). ICLIS has already managed to further the educational opportunities for rural adults by establishing a microcomputer network, providing public access to library-based microcomputers, installing audioconferencing facilitie

CE 049 708 ED 290 961

Diehl, Grover E. And Others
Effectiveness of Home Study.
Air Univ., Gunter AFS, Ala. Extension Course Inst.

Air Univ., Gunter AFS, Ala. Extension Course Inst. Pub Date—May 87
Note—40p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accreditation (Institutions), *Adult Education, Case Studies, College Credits, Comparative Analysis, *Educational Attitudes, *Home Study, *Instructional Effectiveness, Military Training, *Outcomes of Education, Postsecondary Education, Program Effectiveness, Public Opinion, Public Service, State of the Art Reviews
Home study has enjoyed a slow but steady growth in popularity and acceptance. The growth of independent home study may be attributed to both the realities of the present educational environment and the consistently positive results of the home study method. At least one researcher has suggested that the initially slow growth of home study may have been due to institutionalized inertia by traditional educators. In recent years, however, such factors as the reexamination of traditional educational methods, concerns over increasing costs, and recognition educators. In recent years, however, such factors as the reexamination of traditional educational methods, concerns over increasing costs, and recognition of the need for the education and training of persons living in areas that are remote from school and campus sites and for persons who have already entered the work force, have made home study more attractive as an educational option. In the United States and abroad, increasing numbers of educators, government and military leaders, and business managers are coming to appreciate the flexibility, adaptability, effectiveness, and economy afforded by home study. It is estimated that more than 150 external degree programs are currently being offered by universities and state associations in the United States. Distance education programs have even been-established at the doctoral level. Both Australia and New Zealand have been actively pursuing home study programs, and West Germany has established a central office for monitoring correspondence education throughout the country. In Asia, Africa, and the Americas, home study has been accepted by a broad array of countries, ranging from the most developed to nations that are just now developing. (MN)

ED 290 962 CE 049 711

ED 290 962 CE 049 711
Yeo, Gwen Tully, Donna
Model Geriatric Clerkship for Physician Assistant
Students: The Continuum of Elder Care. Masual
for Physician Assistant Programs.
Stanford Univ., Calif. School of Medicine.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
Pub Date—87

Pub Date—87 Contract—240-85-0056

Contract—240-0-0000
Note—216p.
Available from—Stanford Geriatric Education Center, 703 Welch Road, Suite H-1, Stanford, CA 94305-0151 (\$15.00).

Guidea - Classroom - Teacher (052)

94305-0151 (\$15.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Clinical Experience, Communication Skills, Counseling Services, Diseases, Family Counseling, Federal Legislation, *Geriatrics, Health Programs, Health Services, *Internship Programs, Learning Activities, Lesson Plans, *Medical Services, Models, *Older Adults, *Physicians Assistants, Postsecondary Education, Pretests Posttests, Preventive Medicine, Residential Care Identifiers—*Continuum Modeis

Adults, "Physicians Assistants, Postsecondary Education, Pretests Posttests, Preventive Medicine, Residential Care Identifiers—"Continuum Models

This manual is intended to acquaint the faculty of physician assistant (PA) training programs with a model geriatric clerkship and to assist them in the process in implementing a similar clerkship. A detailed outline of the curriculum goals of a geriatric clerkship is included. The next section contains curriculum units on the following topics: communication skills, evaluation of health status, management of common health problems in noninstitutional elderly persons, health promotion/disease prevention, family and elder counseling, and long-term care issues. Suggested criteris for establishing a clerkship are enumerated. The following implementation steps are discussed: obtaining administrative support; adapting the model clerkship to the individual clerkship structure of a given program; implementing a preclerkship geristric curriculum; generating faculty support for the clerkship plan; locating, selecting, and negotiating with appropriate training sites; selecting clinic preceptors and providing faculty development as necessary; selecting or developing written and audiovisual training materias and evaluation forms; developing a learning experience schedule; recruiting and scheduling materias and evaluations forms; developing a learning experience schedule; recruiting and scheduling their progress, and evaluating the clerkship program. (Ten appendixes include an annotated bibliography on the role of PAs in geriatric care centers, bibliographies of materials of geriatric, lists of facilities providing geriatric care, and answers to the postassessment test.) (MN)

CE 049 712 ED 290 963

ED 290 963

Knox, David, Ed. Weeks, Sheldon, Ed.

Learning from China. The 1987 Educational Research Study Tour to the Peoples Republic of China: June 21 to July 4, 1987. Educational Research Unit Special Paper #4.

Papua New Guinea Univ., Port Moresby. Educational Research Unit.

Pub Date—Sep 87

Note—84p.

Available from—Educational Research Unit, University of Papua New Guinea, P.O. Box 320, University, PNG (K.1.75 plue 25% postage).

Pub Type—Collected Works - General (020) — Reports - Descriptors (141)

EDRS Price - MF01 Flus Postage, PC Not Available from EDRS.

Descriptors—Adult Education, Distance Educa-

able from EDRS.
Descriptors—Adult Education, Distance Educations, "Educational Change, Educational Objectives, Educational Philosophy, Educational Policy, "Educational Practices, "Educational Research, "Educational Practices, "Educational Research, "Education, Females, Foreign Countries, Independent Study, Minority Groups, "Nonformal Education, Program Content, Program Development, "Vocational Education Identifiers—"China This collection, which is a product of a 23-day study tour of China, focuses on educational research and changing educational objectives and practices against the background of the changes that have occurred in the country since the Cultural Revolu-

tion of 1976. Sheldon Weeks' introduction to the collection explains how the study tour came about, and Philip Kerema presents a chronology of the tour. The following papers are included: "Educational Research in China," by Sheldon Weeks; "Primary Schooling," by John Khambu and David Knox; "Vocationalistation of Secondary Education," by Pani Tawaiyole; "Tertiary Education for National Minorities," by Tom Seta; "Non-Formal and Adult Education," by Ephraim Apelis; "Language Use in China," by Willie Jonduo; "Learning from the Environment," by David Knox; and "Problems of Papua New Guinean Students in China," by Philip Kerema. (MN)

CG

ED 290 964 CG 020 496

ED 290 964 CG 020 496
Sandeen, Arihur
Student Affairs: Issues, Problems and Trends.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—88
Contract—400-86-0014
Note—36

Note—349. Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (37.00).

Pub Type— Information Analyses - ERIC Informa-tion Analysis Products (071) EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Administrators,
 *College Programs, *Futures (of Society), Higher
Education, *Student Personnel Services, *Student Personnel Workers, *Student Welfare
This information analysis presents descriptions of
some of the major current issues in student services

at various types of institutions of higher education. Issues are categorized as institution-based, stu-Issues are categorized as institution-based, student-oriented, and profession-based. Institution-based issues examined include excellence and access, enrollment management, academic support services, student financial assistance, learning and physical disabilities, legal and liability concerns, substance abuse education, child care, counseling and career development, health concerns, residential life and student activities, and recreation and athletics. Student-oriented issues discussed include tial life and student activities, and recreation and athletics. Student-oriented issues discussed include streas in the academic environment, the emphasis placed on job preparation, special needs of minority students, part-time students and adult learners, and student stititudes and values. Profession-based issues are considered in the areas of professional preparation of student services personnel, staff development, and accreditation. Following each issue is a set of questions that may contribute to further consideration of the issue by readers. A section on future trends provides a brief summary of maters that student services professionals may anticipate in the next few years. References are included. (NB)

CG 020 497

Mattox, Robert J. Hurt, David J.
Communication Effectiveness: Listening from the
Commachin's Perspective.
Pub Date—22 Apr 87

Note—18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).

21-25, 1987).
Pub Type-Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Client Characteristica (Human Services), Cognitive Style, *Communication Skilla,
*Counselor Characteristics, *Counselor Client
Relationship, *Interpersonal Communication,
Listening Comprehension, Listening Habits, *Listening Skilla, Sex Differences, *Skill Develop-

ment Listening is an extremely important dimension of a counselor's vocational life. The counselor is constantly involved in the process of listening. Verbal and nonverbal messages sent by clients must be received, interpreted, and organized. Counselors need to be active in listening to clients and critical in their analysis of the messages being transmitted. Feedback is an important attribute of active listening allowing the listener to monitor his/her communication with others and avoid misunderstandings.

This paper presents an effective listening exercise This paper presents an effective listening exercise and suggests ways that counselors can train themselves and assist prospective counselors with the use of listening as a skill. Recent research on the listening habits of clients and counselors is also presented. Discussions are included on how misinterpretation affects relationships, early learning and its effects on listening, active listening, and gender differences in listening. The issue of proxemics, the personal cultural spatial needs of individuals, is addressed, and the differences in how individuals take in and send out information auditorily, visually, and kinesthetically are considered. (NB)

Arias, Ileana Johnson, Patti Evaluations of Physical Aggression in Marriage. Pub Date—Nov 86

Note—10p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (20th, Chicago, IL, November 13-16, 1986).

13-16, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PC01 Plus Postage.

Descriptors—* Aggression, Behavior Standards,
College Students, Experience, Higher Education,
*Interpersonal Relationship, Marriage, *Sex Differences, Social Behavior, *Spouses, *Violence
The occurrence of physical aggression in marriage
is quite high. On the basis of frequency of occurrence among the general population, a distinction
has been made between ordinary violence (frequent slapping, pushing) and severe violence (less fre-quent use of hitting with objects or use of lethal weapons). This study was conducted to examine how individuals evaluate ordinary and severe forms of physical aggression and how they evaluate female physical aggression and male physical aggression. Undergraduates (N=202) completed a demographic questionnaire and reported their experiences as aggression and victims of physical aggression in past and current dating relationships using the Conflict Tactics Scale (CTS), an inventory using the Conflict Tactics Scale (CTS), an inventory assessing the frequency of occurrence of various conflict resolution methods. Subjects were also presented the CTS with the husband as actor and the wife as recipient of aggression and with the wife as actor and the husband as recipient, and were asked to rate the actor's behavior. Both male and female subjects rated the husband's or wife's use of severe physical aggression more negatively than use of ordinary aggression. Both males and females subjects are the second to the subject of the subject of the subject of the dating relationships of the subjects. (NB)

CG 020 499 Black, John L. And Others ent of AIDS Risk among Treatment Seek-

Assessment of Abusers.

Pub Date—Aug 87

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). 1987)

(95th, New 1 ors., N.1, August 28-September 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Acquired Immune Deficiency Syndrome, Adults, Behavior Change, Blacks, "Drug
Abuse, "Drug Rehabilitation, "Health Education,
"High Risk Persons, Males
Identifiers—Hepatitis
Intravenous (IV) drug abusers are at risk for contracting transmittable diseases such as acquired immunodeficiency syndrome (AIDS) and hepatitis B.
This study was conducted to investigate the prevalence of risk behaviors for acquiring and transmitting AIDS and hepatitis B among treatment-seeking
drug abusers (N=168). Subjects participated in a
structured interview conducted by a clinical psychologist and a drug counselor which focused on drug abusers (N=168). Subjects participated in a structured interview conducted by a clinical psychologist and a drug counselor which focused on drug use, needle sharing, and sexual behavior. Exposure to disease was assessed by testing blood samples. The majority of the subjects reported intravenous drug use; 65% of IV users reported needle sharing during the past year. Sharing was restricted to three or fewer people by the majority of sharers, and sharing often took place in places where users were less likely to share with a stranger. Significantly, 17.6% of subjects reported ceasing needle sharing over one year ago, suggesting that drug abusers can modify their health risk behaviors. Subjects reported few sexual partners and minimal homosexual contact. Only one blood sample tested positive for AIDS, perhaps due to the subjects' selectivity in aharing and their limited mobility. Thirty-one percent of the samples tested positive for current or past hepatitis B exposure. Educating drug abusers in treatment programs may result in dissemination of critical information about transmittable diseases to other drug abusers. (NB)

CG 020 500
AISD'S Dropout Rate: 1983-84 and 1984-85.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-85-12
Pub Date—Oct 85
Note.—0-CG 020 500

Note-9

Journal Cit—Feedback; v9 n2 Oct 1985 Pub Type— Reports - Research (143) — Collected Works - Serials (022)

Works - Serials (022)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Black Students, Comparative Analysis, Cultural Differences, "Dropout Characteristics, "Dropout Rate, High Schools, Hispanic Americans, "Racial Differences, "Sex Differences, "Student Attrition, Whites Identifiers—Austin Independent School District TX

TX
The Austin Independent School District (AISD) in Austin, Texas defines a dropout as a student who leaves AISD and for whom there is no evidence that he/she is pursuing an education in another district or institution offering a high school diploma. All students who withdraw from AISD are initially considered dropouts. When a request for a transcript is received from another school or district, that student is reclassified as a transfer. Estimated dropout results were examined for the 1983-1984 and 1984-1985 school years. The results showed an estimated increase in the dropout rate of 1 percentage point between the 2 years, representing an increase of 10%. Black students showed a 5% decrease in dropout rate at while Hispanics showed an 11% indropout rate while Hispanics showed an 11% in of 10%. Black students showed a 5% decrease in dropout rate while Hispanics showed an 11% increase and Whites/Others showed a 15% increase. The preliminary rates for both males and females increased. In proportion to the total, a higher percentage of Whites/Others than of Blacks or Hispanics dropped out during the summer months. Blacks and Hispanics were comparatively more likely to drop out during the school year. Junior high school dropout rates were estimated for the first time in 1984-1985. The results are preliminary and may overestimate the number of dropouts according to these preliminary figures, the rate for males and these preliminary figures, the rate for males and females was the same and the percentage for Hispanics was more than double the percentage for Blacks. (NB)

ED 290 969 CG 020 501

Studies of Dropouts. Status Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-86-33
Pub Date—Feb 87

Pub Date—Feb 87
Note—27p.
Pub Type— Information Analyses (070) — Reports
- Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Dropout Rate, *Dropout Research,
High Schools, *Research Methodology, *State
Surveys, Statewide Planning
Identifiers—Austin Independent School District

This document provides a brief overview of the ongoing dropout studies cited in the press and around the Austin Independent School District (AISD) in Austin, Texas. It includes a list of key observations which notes that the dropout rate among adolescents is too high; that approximately 20% of 16- to 24-year-olds in Texas do not have a high school diploma or equivalent; and that, while the dropout rates are higher for minority students, most dropouts are white. The AISD's Office of Research and Evaluation (ORE) will be able to report a 4-year longitudinal dropout rate for high school students this year; this office has set up a longitudinal tracking system beginning at grade seven to highlight when dropping out is most likely to occur, and has supplied names of dropouts to agencies conducting statewide studies. A section on dropout-related issues describes ORE's previous activities and/or plans for obtaining information about several dropout-related questions. It looks at longitudinal and annual dropout rates, dropout interviews, and current and future plans. A commentary on dropout research funded by the Texas Department This document provides a brief overview of the

of Community Affairs discusses two dropout re-search studies conducted in Texas. Executive sum-maries from both of the studies are included in the

ED 290 970

CG 020 502

Sailor, Pery
AISD'S Missing Students: 1985-86 Dropout Report: Executive Summary.
Austin Independent School District, Tex. Office of Research and Evaluation.

Report No. AISD, ORE, 85-70

Report No.—AISD-ORE-85-70 Pub Date—86

Pub Date—86
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Age Differences, Black Students, Cohort Analysis, Comparative Analysis, "Dropout Rate, "Dropout Research, High Schools, Hispanic Americans, Junior High Schools, Longitudinal Studies, "Racial Differences, Research Methodology, Sex Differences, Whites
Identifiers—Austin Independent School District TX

The Office of Research and Evaluation of the Austin Independent School District (AISD) in Aus-Austin Independent School District (AISD) in Austin, Texas has reported yearly high school dropout counts since the 1983-1984 school year. This report presents data from three cohorts of high school students—those enrolled in 1983-1984, 1984-1985, and 1985-1986. The method used to assign dropout status codes is explained and tables and text are pro-1985-1986. The method used to assign dropout status codes is explained and tables and text are provided which compare annual dropout rates for the three cohorts and which illustrate findings graphically. Dropouts are classified by sea, ethnic group, and grade level. In addition to the annual dropout rates, longitudinal dropout rates, and junior high school dropout rates are provided. Non-graduating seniors are discussed as an extremely high-risk group, Major findings of the research are listed: (1) the annual high school dropout rate for 1985-1986 was 10.7%, down 0.3 percentage points from the 1984-1985 rate; (2) the Black dropout rate was 9.8%, down from 16%, the Hispanic dropout rate was 15.3%, down from 16%, and the Anglo/Other dropout rate was 9.0%, down from 9.1%; (3) the annual dropout rate declined at grades 10 and 11, but increased at grades 9 and 12; (4) of 1983-1984 ninth graders, 27.4% had dropped out of school by July, 1986; (5) although the grade 12 dropout rate was the lowest of any grade, the dropout rate among seniors who did not graduate in 1984-1985 was 73.7%; and (6) the annual 1985-1986 junior high school dropout rate was 5.1%, an increase of 1.3 percentage points from the 1984-1985 rate. (NB)

CG 020 503 ED 290 971 Caution: Hazardous Grade. Ninth Graders at Risk.
Austin Independent School District, Tex. Office of
Research and Evaluation.

Report No.—AISD-ORE-85-68 Pub Date—87

Note-9p.

Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, Attendance, Discipline Problems, "Dropouts, "Grade 9, Grade Repetition, "High Risk Students, "High School Freshmen, High Schools, "Student Adjustment, "Student Problems

Identifiers-Austin Independent School District

Identifiers—Austin Independent School District TX

As adolescents enter high school in the ninth grade, they experience a transition unlike any previous school experience, and it exacts its toll from unprepared, unmotivated, or unwary students. An examination of achievement test averages across grades I through 12 for students in the Austin Independent School District (AISD) in Austin, Texas revealed a noticeable drop from grade 8 to grade 9, followed by a rise in grade 10. Further investigation revealed that enrollment was dramatically higher at minth grade than at any other grade. Twenty-two percent of all ninth graders were found to be repeating their freshman year. It was found that over 800 students in the AISD dropped out of school during their freshman year. Those who stayed in school missed more classes than students in any other grade. Compared to other grades, more nimb graders misbehaved and required disciplinary action. In addition to problems of low attendance and discipline, one-half of AISD ninth graders received at least one failing grade each 6 weeks. In every area investigated, minth grade presented the greatest challenge to students, parents, and educators. These groups must work together to increase the success RIE JUL 1988

of all ninth graders. (NB)

CG 020 504 ED 290 972 ED 290 972
Bandalos, Deborah L. Sedlacek, William E.
Changes in Student Values and Attitudes over a
Decade, Research Report #11-87.
Maryland Univ., College Park. Counseling Center.

-87

Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Cohort Analysis,
*College Freshmen, Comparative Analysis,
Higher Education, *Social Problems, *Student

Attitudes, "Values

To those who remember the student activism of
the 1960s and early 1970s, the new generation of
college students seems remarkably unconcerned
with social issues. A study was conducted to compare the values and attitudes of students attending
the University of Maryland, College Park in 1976
and in 1986. Preshmen entering the university in
1976 (N = 1,470) and in 1986 (N = 713) were administered the University New Student Census, an
anonymous questionnaire designed to elicit general
information on demographic and attitudinal items.
The results showed that there were significant differences between the two groups in terms of perferences between the two groups in terms of personal values and attitudes, especially as related to the areas of career choice and life goals. More specifically, students in 1986 were more likely to choose careers because of high earnings or prestige, and to see the purpose of the university as preparing for jobs than were students in 1976. Students in for jobs than were students in 1976. Students in 1986 were also more likely to choose drug abuse and crime as major national problems, while students in 1976 cited the environment and the economy most often. (Author/NB)

CG 020 505

And Others

land, Vivian And Others lagnostic and Prescriptive Interviews with Unde-cided Freshmen in Academic Jeopardy, Research

Report #9-87. Maryland Univ., College Park. Counseling Center. Pub Date-87

Note—19.

Note—19.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Academic Failure, *College Freshmen, *College Programs, *Educational Diagnosis, Grade Point Average, Higher Education, Interviews, Majors (Students),

*Student Improvement

Higher Education, Interviews, Majors (Students), "Student Improvement
In the spring semester of 1984, 45 full-time second semester freshmen at the University of Maryland, College Park whose first semester grade point averages were less than 2.0 and who had not yet declared a major participated in a modified replication of a diagnostic and prescriptive interview program. By means of one (N=25) or two (N=20) interviews with Academic Advisement Center staff, this program aimed to help students first to identify the causes of their poor grades and then to determine which campus resources could be useful to them in preventing low achievement from recurring. Although the findings for the single-interview formst reminimal when compared to a nontreatment control group, the effect size patterns of the two-interview formst for the outcome variable, persistence in good standing, were moderate. Considering the modest nature of the treatment, the results, while not reaching statistical significance, were encouraging, as the practical importance of retention interventions with respect to the academic well-being of motivated students and to the effectiveness of the university cannot be overestimated. (Author)

ED 290 974 CG 020 506 er, Rose M. Sedlacek, William E.

Abler, Rose M. Seetlacek, William E. Stability in University Student Help Source Preferences by Gender over a 10-Year Period. Research Report #8-87.
Maryland Univ., College Park. Counseling Center.

Note-15p.

Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cohort Analysis, *College Freahmen,
Comparative Analysis, *Helping Relationship,
Higher Education, *Problem Solving, *Sex Differences, *Significant Others, *Student Attitudes,
Trend Analysis
Given the importance of assessing stability of university student help source preferences and the lack
of such information in the literature, an investiga-

tion of help source preferences over a 10-year period was conducted. A help source questionaire was administered to 113 incoming university freshmen in 1976 and to 452 incoming freshmen in 1986. Students were instructed to assume they had tried unsuccessfully to solve a problem alone and were about to seek help. The questionnaire listed 12 help givers and asked students to rank them, in order of preference, first for an educational/vocational problem and then for an emotional/social problem. Help giver choices were: faculty member, faculty advisor, parents, relatives, male counselor, female counselor, older friend, student friend, nonstudent friend, psychiatrist, physician, and clergyman. Data were analyzed by the Kruskal-Wallis one-way analysis of variance. The results revealed that help source preferences remained relatively stable over time. Compared to males in the 1986 sample, males in the 1976 sample ranked clergy higher or educational/vocational problems, physicians and clergy higher for emotional/social problems, and nonstudent friend lower. No significant changes in help sources were demonstrated for females between 1976 and 1986 amples. Clear gender differences in help source preference were found for emotional/social problems in both 1976 and 1986. (NB)

CG 020 507 ED 290 975

Cassiere, M. F. And Others Gender Differences in the Primary Representa-tional System according to Neurolinguistic Pro-

gramming.
Pub Date—Apr 87
Note—16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18,

cistion (33rd, New Orleans, LA, April 16-18, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Cognitive Style, College Students,
Higher Education, "Neurolinguistics, "Sensory
Experience, "Sex Differences
Identifiers—"Neurolinguistic Programming
Neurolinguistic Programming (NLP) is a currently popular therapeutic modality in which individuals organize information through three basic sensory systems, one of which is the Primary Representational System (PRS). This study was designed to investigate gender differences in PRS according to the predicate preference method. It was expected that males would be identified as primarily visual and that females would be identified as primarily visual and that females would be identified as primarily visual and that females would be identified as primarily visual and that females would be identified as primarily visual and that females would be identified as primarily visual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females would be identified as primarily cisual and that females wou initially in a deliberate manner using literal mean-ings of predicates. For the ad hoc investigation of ings of predicates. For the ad hoc investigation of NLP scoring procedures, data were scored a second time according to the subjective evaluation of prudicates. While results of multivariate analyses of variance with gender as the independent variable and three predicate scores as dependent variables were uninterpretable, PRS frequency tallies showed that when data were scored according to deliberate criteria, virtually all subjects were kinesthetic; when accord according to subjective impression, most ria, virtually as subjects were kinestness; when scored according to subjective impression, most subjects were visual. Results suggest that standard guidelines should be developed for scoring predicates and that NLP should be used cautiously until further research has been conducted. (Author/NB)

CG 020 508

Wright, Sharon K. B. Self-Protection: A New Approach to 4-H Health. Pub Date—12 Nov 87

Pub Date—12 Nov 87 Note—9p.; Paper presented at the Annual Confer-ence of the Minnesota Council on Family Rela-tions (8t. Paul, MN, November 5, 1987). Pub Type—Reports - Research (143) — Reports -Descriptive (141) — Speeches/Meeting Papers (160)

(150)

(130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adolescents, Child Welfare, Drug
Abuse, "Health, "Prevention, Program Development, Secondary Education, Secondary School
Students, "Self Destructive Behavior Sexuality,
State Surveys, "Student Attitudes, Suicide, Vio-

Identifiers—*4 H Programs, *Minnesona
This document introduces the issue of self-protection as the Minnesona 4-H Youth Development remonths of the self-destructive behavior among sponse to self-destructive behavior amon adolescents. It presents findings from a statewid survey of over 36,000 secondary school student

using the Minnesota Adolescent Health Survey. Reaponese are given in the areas of health, school attitudes, sexual activity, worries and concerns,
substance abuse, mental health, body image and esting behavior, adults and family relationships, abuse,
and help seeking. Health programs sponsored by the
Minnesota 4-H and guided by the survey findings
are described. The prevention theory used in the
programs is explained, the need for youth involvement in the Self-Protection programs is stressed,
and training for the adolescents is discussed. The
need to start early and the importance of adult guidance are noted. Comprehensive, community-wide
programs are briefly reviewed and Minnesota 4-H
relations with state agencies and with universities
and other health and youth organizations are described. The programs which were developed in
the first phase of the Self-Protection program are
described. The programs presented deal with issues
of alcohol and drinking and driving; stress, depression, and suicide; sexuality; and violence in relationships. (NB)

CG 020 509 ED 290 977

Johnson, Irene H.
Minorities Orientation Science Seminar at Purdue
University: A Counseling/Mentoring Approach.

Pub Date—Agr 86
Note—14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Quesonnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS:
Descriptors—*Black Students, College Preparation,
*College Science, College Students, Higher Education, *Majors (Students), *Minority Groups,
Program Evaluation, *School Orientation, Sciences, *Student Adjustment, Transitional Pro-

grams
Identifiers—Purdue University IN
Social isolation and loneliness, cultural shock, and
lack of commitment to minority students have been
suggested as barriers to educational attainment for
many minority college students. Blacks are severely
underrepresented in the sciences and in mathematics, and these issues and concerns are not uncommon to black students enrolled in the School of
Science at Purdue University. The need for an orientation program and counseling simed specifically
at such students is quite significant. This paper describes a seminar offered to freshmen and first semester transfer students and recommended to all
minority students by their academic advisors. It lists
the course's primary objectives as easing the stuminority students by their academic advisors. It lists the course's primary objectives as easing the students' transition to college life, orienting students to the university, introducing them to academic majors and career possibilities, helping to build self-esteem, providing interaction with continuing science students, and increasing student motivation toward a career in science by providing role models. Class activities are described and certain activities are respialized in greater detail. Evaluations of the seminar conducted at the end of fall semesters in 1984 and 1985 are discussed. The evaluation survey and responses are included. (NB)

Adesto, Vincent J. Freitag, Wendy J.

Mood Effects of Alcohol and Expectancies during
the Menstrual Cycle.

Pub Date—87

Note—16: 18

the Menstrual Cycle.
Pub Date—87
Noto—16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Alcoholic Beverages, College Students, "Drinking, "Expectation, "Fernales, Higher Education, Socialization Identifiers—"Menstruation, "Moods This research attempted to develop a profile of women's moods across the menstrual cycle and to determine alcohol's effects upon those moods. The Profile of Mood States was used to measure mood in 96 female college students who were heavy drinkers. Subjects were randomly assigned to the cells of the balanced placebo design with equal numbers in each of the three menstrual phases (ovulation, premenstruation, menstruation). The four conditions within the design were: expect alcohol/receive pla-

cebo; expect placebo/receive placebo; expect alcohol/receive alcohol; and expect placebo/receive alcohol. Subjects were found to differ on age and on
Shippey Institute of Living Scale intelligence quotient scores. Prior to any manipulation, subjects in
the three menstrual phases reported no mood differsmess, failing to support the notion of phase-related
moods. Over the course of the experiment the only
reliable mood changes that did occur were a reduction in tension-anxiety and, possibly, vigor. Alcohol, expectancies, or menstrual phase did not have
retisble effects on mood over time. These findings
support Social Learning Theory. (Author/NB)

ED 290 979 CG 020 511

ED 290 979 CG 020 511
Olsen, David C.
The Assessment of Spirituality in Psychotherapy.
Pub Date—20 Nov 87
Note—22p.; Paper presented at the Annual Convention of the New York State Association for Counseling and Development (22nd, Buffalo, NY, October 25-27, 1987).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Non-Classroom (055).

tormation Analyses (070) — Guides - Gon-Class-room (055)
EDRS Price - MP0L/PC01 Plus Postage.
Descriptors—Beliefs, *Client Characteristics (Hu-man Services), *Counseling Techniques, *Evalua-tion Methods, *Ideology, Religion, *Religious

tion Methods, "Ideology, Religion, "Religious Factors"
Identifiers—"Erikson (Erik)
Dealing with religious issues in the counseling process is a difficulty many therapists encounter. This paper explores a way of understanding religious ideology using Erik Erikson's concept of religious ideology as an organizer of identity. It suggests that, if religion does function as an ideology, then it would be helpful for psychotherapists to have a means of assessing the impact of the ideology. Five areas through which to assess religious ideology are provided: (1) salience of religion; (2) multigenerational transmission; (3) structural dynamics; (4) stage theories; and (3) object relations theory. It is noted that, by use of these five areas of understanding how the ideology functions and a better understanding of how to work therapeutically. The paper concludes by suggesting practical implications for counselors working with families and individuals who have a strong religious ideology. (Author/NB) ogy. (Author/NB)

ED 290 980 CG 020 512

Olsen, David C. Toward an Integrative Approach to Assessme and Treatment Planning in Family Therapy. Pub Date—20 Nov 87

NY, October 25-27, 1987).

Note—15p.; Paper presented at the Annual Convention of the New York State Association for Counseling and Development (22nd, Buffalo, NY, October 25-27, 1987).

NI, October 23-27, 1987).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— *Counseling Techniques, Developmental Stages, *Evaluation Methods, Existentialsm, Extended Family, *Pamily Counseling,
*Family Relationship, *Pamily Structure, Interpersonal Communication, Systems Approach,
*Theories

reamity Reastonamp, Tramity Structure, Interpersonal Communication, Systems Approach,
Theories
The rapid increase in literature and modalities of
family therapy has made it difficult for counselors
working with families to find an integrative approach to assessment and treatment planning. As a
result, many counselors more from one paradigm to
another without attempting to integrate approaches.
This paper attempts to integrate five paradigms of
family therapy which focus on five aspects that are
part of all family functioning: (1) interactional theory; (2) structural theory; (3) multigenerational theory; (4) developmental theory; and (5) existential
theory. The key ideas of each theory are outlined.
Implications for assessment and treatment planning
using all five theories are explored. The paper describes assessment in an integrative model which
focuses on the basic structural configuration of the
family (structural); levels of differentiation from
family of origin (multigenerational); the developmental point of the family (developmental); charting counterproductive interactional sequences
(interactional); and the type of meaning system or
ideology the family has (existential). Again using
the five theories, treatment goals are discussed
which focus on structural realignment, belping
spouses schieve greater differentiation of self, building of productive communication skills, education

on developmental themes, and working with existential themes. (NB)

ED 290 981

CG 020 513

Blackman, Julie
Expert Testimony for Battered Women Who Kill:
Dilemmas of Objectivity and Blas.

Pub Date-87

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Battered Women, Bias, *Court Litigation, Death, *Family Violence, *Social Class,
Social Differences, *Violence Homicide
This paper concerns different aspects of four dilemmas of objectivity and bias facing expert winnesses in trials involving violence between
intimates: (1) the urge to be correct, clever, and
consistent; (2) the tension between being an advocate and being an educator in the courtroom; (3) the
influence of experts' life experiences and presumed
values on the content and reception of testimony;
and (4) the bias that has resulted from family volence researchers' neglect of social class as a significant contributor to the experiences of battered
women. Four examples are used to illustrate these cant contributor to the experiences of battered women. Four examples are used to illustrate these aspects. With regard to the fourth diliemma, data is presented on the relationship between social class and criminal justice system outcome for 25 battered women who killed their abusers. The difficulty in transcending class issues and schieving a real understanding of the impact of battering by an intimate in the lives of women of different backgrounds is recognized and the need to separate social class issues from dangerousness concerns is stressed. (NB)

ED 290 982

Langan, Patrick A. Innes, Christopher A. Freventing Domestic Violence against Women. Special Report. Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Pub Date-Aug 86

Note-9p.

Pub Date—Aug 86
Note—9p.
Pub Type—Reports - General (140)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Battered Women, "Crime, Crime
Prevention, Criminals, Family Problems, "Family
Violence, Police Action, "Victims of Crime
Identifiers—"Arrests, National Crime Survey
This report focuses on domestic violence victims,
most of whom are women victimized by their
spouses or ex-spouses, and examines the issue of
whether calling the police increases or decreases a
victim's chance of being victimized again. It was
written as part of an effort by the Bureau of Justice
Statistics to provide relevant information for the
American public and practical guidelines for criminal justice professionals and policy makers. Findings from the National Crime Survey (NCS) for
1978 to 1982 are highlighted, some of which indicated that calling the police did seem to help prewent recurrences of domestic violence. Other
studies conducted in Kansas City, Missouri and in
Minneapolis, Minnesota are described which
showed that the police could help to prevent domestic violence and that arresting the offender was an
effective deterrant, respectively. Also presented are
findings from a study which used NCS data to exmine whether domestic violence victims should
call the police. Findings are discussed which suggest
that calling the police seemed to reduce a domestic
violence victim's chance of revictimization. Seven
data tables and lists of other Bureau of Justice Statistics reports are included. (NB)

CG 020 515

EIJ 290 905
Foley, Daniel P.
Development of the Concept of Freedom over a
15-year Age Span.
Pub Date—31 Aug 87
Pub Date—31 Aug 87

ote—14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Age Differences, Children, *Cognitive Development, Cognitive Processes, *Concept Formation, Elementary

RIE JUL 1985

Secondary Education, "Individual Development, Scaling, Test Validity, Young Adults Identifiers—"Freedom Freedom is subject to a variety of conceptions in life because people think of it from where they are in life. Psychological literature contains a great deal about freedom but it is almost always found under the rubric of freedom versus determinism. This study examined the concepts of freedom in subjects (N=450) who ranged in age from 7 to 21 years of age, divided evenly among ages and sexes. Subjects-students attending Catholic educational institutions in small and large cities—were asked to write jects-students attending Catholic educational insti-tutions in small and large cities-were asked to write their definitions of freedom. These responses gener-sted 30 concepts of freedom, which were ranked to produce the concept-of-freedom scale. The coeffici-ent of interjudge reliability for coding the responses along the scale was significantly high. The concept of freedom was found to vary significantly with age. Children, middle teenagers, and late teenagers dif-fered significantly on categorical concepts of free-dom (ability to choose, ability to do, activity, liberation). Many significant differences on categor-ical concepts of freedom were found both within particular age groups and between age groups (ABL)

ED 290 984

CG 020 516

ley, Daniel P. titudes toward Suffering in Young Adulthood and Middle Life.

and Middle Life. ub Date—30 Aug 87

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 517.

1, 1987). For related document, see CG 020 517. Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Affective Behavior, *Age Differ-ences, Aging (Individuals), *Attitude Change, *Attitudes, *Attribution Theory, College Gradu-ates, College Students, Higher Education, *Mid-dle Aged Adults, Sex Differences, *Young Adults Identifiers.—*Pain

iers-Pain

dle Aged Adults, Sex Differences, "Young Adults Identifiers." Pain
Past research has demonstrated the prevalence of 11 attitudes toward personal suffering among retiress punitive, testing, personal growth, bad luck, resignation to the will of God, redemptive, divine perspective, minimizing, submission to the laws of nature, acceptance of the human condition, and defensive attitude. This study examined attitudes toward suffering in 50 young adult college students and 50 middle aged adults, all of whom were in good health and none of whom had just been afflicted with appreciable suffering. The 99-item question-naire devised for the study on retirees was administered to the young and middle aged subjects. The results revealed significant differences between young and middle aged respondents on the personal growth attitude, the pulnitive attitude, and the testing attitude. No significant difference was found between males and females on any of the 11 attitudes. All significant changes in attitude were negative (subjects dropped aspects of their attitudes as they reached middle age) except in the case of middle aged men who grew in their redemptive attitude toward suffering. (NB)

ED 290 985

CG 020 517

Foley, Daniel P.

Eleves Interpretations of Personal Suffering.
Pub Date—29 Aug 87

Note—29p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 516.

Pub Type—Reports—General (140) — Speeches/Meeting Papers (150)
EDRS Pries - MF01/PC01 Plus Postage.
Descriptors—"Affective Behavior, Affective Measures, "Emotional Experience, "Individual Characteristics, Scaling, Test Construction Identifiers—"Pain

This document defines suffering as the affective aspect of the pain experience while the cognitive aspect of the pain experience while the cognitive aspect of the pain experience while the cognitive aspect of the pain experience is the sensation of pain. It considers personal suffering, which mean's one's own suffering, and not the suffering of other people. It notes that a particular interpretation of suffering may be formulated in any number of perceptual statements and that a perception of suffering, an affective responses to suffering constitute the attitude toward suffering. Attitudinal components

RIE JUL 1988

gathered from listening to reports of patients about their suffering, reading therapists' reports, and analyzing the literature on suffering are discussed and categorized into 11 attitudes toward personal suffering; (1) punitive; (2) testing; (3) bad luck; (4) submission to the laws of nature; (5) resignation to the will of God; (6) acceptance of the human condition; (7) personal growth; (8) defensive; (9) minimizing; (10) divine perspective; and (11) redemptive. This report explains how an attitude scale will be constructed to describe each of these 11 attitudes to measure individuals' attitudes toward suffering. Three research projects being designed to investigate the attitude, age, religion, sex, and group differentials are discussed. (ABL)

ED 290 986

CG 020 518

Tager, Geoffrey G. Wilson, F. Robert
The Use of Social Influence Videotapes in the
Training of Counselors.
Pub Date—21 Nov 87

ote—19.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (St. Louis, MO, November 19-22, 1987).

of the North Central Association for Counselor Education and Supervision (St. Louis, MO, November 19-22, 1987).
Pub Type—Reports - General (140) — Speeches/Moeting Papers (150)
EDRS Prics - MF01/PC01 Plus Postags.
Descriptors—College Students, Competence, "Counseling Techniques, "Counselor Attitudes, Counselor Ctient Relationship, "Counselor Training, Higher Education, Instructional Materials, "Social Influences, Trust (Psychology), Validity, "Videotape Recordings
Identifiers—Physical Attractiveness
One set of counselor behaviors that has been highly investigated over recent years has been the social influence behaviors. Despite the considerable research interest in social influence theory as it relates to counseling, there has been little attention to the demonstration of the presence or absence of such behavioral skills as expertness, trustworthiness, and attractiveness. In connection with another study, a set of videotapes were developed to demonstrate these three behaviors in a clear, relatively undisputable manner. A client role-play was developed to be maximally relevant to the undergraduate student participants. Four unrehearsed, 7-minute counseling sessions were carried out with the same male counselor, who varied his counseling responses from one videotape to another. During one of the interviews, a non-deficient demonstration, the counselor displayed high levels of all three targeted social influence variables (expert, attractive, and trustworthy). In each of the remaining videotapes, one counselor characteristic was intentionally lowered. The counselor continued to make empathic responses directed to the client's concerns. The videotapes were validated using a group of 13 doctoral students' ratings of each counselor on expertness, attractiveness, and trustworthiness. Students were fascinated to see a counselor behave in doctoral students' ratings of each counselor on ex-pertness, attractiveness, and trustworthiness. Stu-dents were fascinated to see a counselor behave in ways that illustrated the social influence behaviors. The same videotapes can serve as excellent discus-sion starters in beginning counseling classes. (ABL)

CG 020 519

ED 290 987 CG 020 519

Meyer, Margrit
Consultation and Co-Therapy as Teaching Devices.
Pub Date—7 May 87

Note—11p.; Paper presented at the Annual Children's Center Spring Conference (8th, Detroit, MI, May 7, 1987).
Pub Type—Reports—General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Caseworkers, "Consultants, Cooperation, "Counseling Techniques, "Counselor Training, Foreign Countries, Social Work, "Social Workers, "Teacher Student Relationship, "Teaching Methods Identifiers—Canada
Three counseling situations in which a counseling student sought participatory help from his field instructor are described. In the first case study the counseling student had been working with a marginal family with severe marital and child management problems. Approaches discussed in supervisory conferences had not achieved the desired result and the student requested that the instructor interview the client. The consultation allowed the student to change the course of therapy to a more task-centered, goal-oriented approach, A diaruptive child who was possibly abused and his mother were the client in the second study. The consulting counselor sided the student in the assess-

ment of the emotionally charged situation of removal of a child from the family and the interpretation and defense of this position in an interagency conference. The consultant also modeled as a therapist. In the third case study a child whose behavior was causing him to be removed from nursery school and his troubled family constituted the situation. The counseling student asked the instructor to share the case management. Teaching goals of demonstrating that a creative use of self and community resources can reverse a problem of family disintegration and that co-therapy is one of the more effective ways that teacher and student teach one another were realized. An aspect of social work that is difficult to define in concrete terms except by demonstration or example is the creative, imaginative use of self which can be taught by co-therapy. The open admission by the teacher that the student has something to teach him has itself value in the learning experience of the student. (ABL)

ED 290 988

AIDS Epidemic. Hearing before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on Reviewing Federal Efforts Being Conducted toward Combating the AIDS Epidemic. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Report No.—Senate-Hrg-100-38
Pub Date—16 Jan 87
Note—160p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (190)
EDRS Price - MF01/PC07 Plus Postage.

Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—"Acquired Immune Deficiency Syndrome, "Disease Control, Disease Incidence, "Federal Programs, Hearings, "Prevention, "Public Health, "Public Policy Identifiers—Congress 100th
The text of a Senate hearing called to review federal efforts combating acquired immune deficiency syndrome (AIDS) is presented in this document. Opening statements reviewing the AIDS crisis are given by Senators Edward Kennedy and Lowell Weicker, Jr. Prepared statements are included by Senators Orrin Hatch and Ted Stevens. David Baltimore and Sheldon Wolff, co-chairs of the Committee on a National Strategy for AIDS, National Academy of Sciences, discuss findings and highlights from their recent report, "Confronting AIDS," make recommendations to deal with the problems posed by the AIDS epidemic, and stress the need for public education. Witnesses focusing on the development of an AIDS vaccine include: (1) Anthony Pauci, coordinator of AIDS research at the National Institutes of Health; (2) David Martin, Jr., Genentech, Inc.; and (3) Samuel Katz, professor a Duke University School of Medicine and member of the Institute of Medicine Panel on Vaccine Development. Jonathan Mann, director of the Special Program on AIDS, World Health Organization, discusses AIDS as a global health problem. Robert Windom, Assistant Secretary for Health, Department of Health and Human Services, and C. Everett Windom, Assistant Secretary for Health, Department of Health and Human Services, and C. Everett Windom, Assistant Secretary for Health, Department of Health and Human Services, and C. Everett Windom, Assistant Secretary for Health, Department of Health and Human Services, and C. Riverett Koop, United States Surgeon General, provide an update on federal information and education initiatives to prevent and control the spread of AIDS.

The "Surgeon General's Report on Acquired Immune Deficiency Syndrome" is included. (NB)

CG 020 521 ED 290 999

Protecting the Elderly: Federal Agencies' Role concerning Questionable Marketing Practices.
Fact Sheet for the Chairman, Select Committee on Aging, House of Representatives.
General Accounting Office, Washington, D.C. Div.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-87-120FS

Pub Date—Aug 87

Note—10p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more copies, \$2.20 each).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—°Crime, *Federal Legislation, *Federal Programs, Force, *Marketing, *Older Adults, Organizations (Groups)

Identifiers—*Direct Mail, *Fraud, Threat

Organizations (Groups)
Organizations (Groups)
Identifiers—*Direct Mail, *Fraud, Threat
In response to Representative Edward Roybal's
concern that aging organizations have used direct
mail in a manner that might frighten, threaten, or

coerce the elderly into contributing money or buying products from these organizations, the General Accounting Office (GAO) agreed to: (1) identify federal agencies with jurisdiction in reviewing the activities of organizations that use direct mail advertising; (2) identify federal statutes or regulations agencies may use to protect the elderly; (3) determine current activities of agencies to protect the elderly; and (4) determine agency educational activities to prevent possible abuses of the elderly. The GAO reviewed pertinent federal legislation related to protecting individuals from deceptive business practices; discussed with officials of the United States Postal Service, Federal Trade Commission, and Department of Justice activities of their agencies relative to protecting the elderly; and reviewed agency documents concerning these activities. This report gives details on pertinent legislation, enforcement, and educational activities of the Postal Service and the Federal Trade Commission, and reviews briefly the activities of four other federal agencies: (1) the Food and Drug Administration; (2) the Securities and Exchange Commission; (3) the Commodity Putures Trading Commission; (3) the Commodity Putures Trading Commission; (4) the Internal Revesue Service. Information focuses on the role and activities of federal agencies in examining or reviewing organizations that use direct mail to sell to or solicit from the elderly. (NB) mining or reviewing organizations that use dir nail to sell to or solicit from the elderly. (NB)

CG 020 522 Grant. Marcus, Ed.

Alcohol Policies. European Series No. 18.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ISBN-92-890-1109-2

Report No.—I Pub Date—85

mark). Regional Office for Europe.
Raport No.—ISBN-92-890-1109-2
Pub Date—85
Note—162p.
Available from—WHO Publications Center USA,
49 Sheridan Avenue, Albany, NY 12210.
Pub Type—Books (010) — Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Alcoholic Beverages, Alcoholism,
Foreign Countries, International Cooperation,
Marketing, "Public Health, "Public Health Legislation, "Public Policy Identifiers—"Europe
This book examines alcohol control policies in
Europe in an effort to present an integrated approach to the question of policy formation; analyze
the pest; assess research priorities; suggest the logical sequence of stages in national policy development; examine the role of economics; and
demonstrate that alcohol policies are practical, necessary, and comprehensive. It contains contributions, many of which were developed from working
papers presented at a meeting on the control of alcohol consumption, organized in Paris, France in 1983
by the World Health Organization Regional Office.
Included are: (1) "Establishing Priorities for Action" (M. Grant); (2) "Cleasons from the Postwar
Period" (K. Makela); (3) "Production of and International Trade in Alcoholic Drinks Possible Public
Health Implications" (B. M. Walah); (4) "Public
Health Implications" (B. M. Walah); (4) "Public
Health Implications" (B. M. Walah); (4) "Public
Health Aspects of the Marketing of Alcholic
Drinks" (M. J. van Iwaarden); (5) "Using Health
Promotion to Reduce Alcohol Problems" (I. Rootman); (6) "Four Country Profiles"; (7) "International Aspects of the Marketing of Alcholic
Drinks" (M. J. van Iwaarden); (5) "Using Health
Promotion to Reduce Alcohol Problems" (P. Sulkunen); (8) "Formulating Comprehensive
(P. Sulkunen); (8) "Formulating Comprehensive
(P. Sulkunen); (9) "Formulating Comprehensive
(P. Sulkunen); (9) "Growell in International Aspects of the Marketing of Alcholic
Drinks" (M. Grant), The chapter on four
country profiles includes information of Italy (A.
Cottino and P. Mor

ED 290 991 CG 020 523 Sex Offender Task Force Report. California State Dept. of the Youth Authority, Sac-

ramento.
Pub Date—Jan 86
Note—49n.
Pub Type— Reports - General (140)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Adolescents. "Crime, Justice, Law
Enforcement, Networks, Punishment, Rehabilitation, Research Needs, State Legislation, Training,
Victims of Crime, "Young Adults
Identifiers—"California, "Sex Offenders
This report includes the findings of a California
task force convened to examine juvenile and youthful sex offenders and the impact of their behavior on
the citizenry. The foreword notes this report at-

tempts to identify informational and research needs and encourage networking and coordination to support state and local efforts to improve the delivery of justice system services and responds to the need to emphasize public protection and offender accountability. Forty-one recommendations fall into these categories: (1) treatment of sex offenders; (2) survillance and control; (3) training of staff working with offenders; (4) victim awareness; (5) interaction needs; and (7) legislation. The appendix includes a list of task force members, survey questions, individuals who testified, a description of a model treatment program, and a bibliography. (ABL)

Bonjean, Leslie M. Rittenmeyer, Dennis C. Teenage Parenthood: The School's Response, Fast-back 264. Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-264-X Pub Date—87

Pub Date—87

Note—32p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (3.90).

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Adolescents, Birth Rate, Contraception, "Early Parenthood, Family Problems, Innovation, "Program Development, Secondary Education, Sex Education, Social Services

Secondary Education, Sex Education, Social Services

This report was written to provide a balanced perspective of the problem of adolescent parenthood, with the goal of guiding those responsible for making policy decisions and for developing programs and services for adolescents. It presents innovative approaches developed by educators, health professionals, and others in the areas of pregnancy prevention and adolescent parenthood. These topics are explored: (1) the dimensions of adolescent parenthood, including implications for health care and social services, poverty and crime, and the education system; (2) teenage pregnancy and adolescent development, including the impact of teenage pregnancy on family relationships; (3) sex education in the home, school, and community as well as health clinics in schools; and (4) guidelines for program planing and organizing a task force. A list of national sources providing relevant data and references are included. (ABL)

sources providing relevant data and references are included. (ABL)

ED 290 993 CG 020 525

Wechsler. Solange Oukland. Thomas
School Psychology in South America.
Pub Date—Aug 87

Note—15p.; Paper presented at the Annual Convention of the International Council of Psychologists (45th, New York, NY, August 22-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Training, Cross Cultural Studies, Delivery Systems, Differences, Elementary Secondary Education, Foreign Countries, Regional Characteristics, *School Counseling, *School Psychologists, Stress Variables

Identifiers—Brazil, Chile, Colombia, Venezuela

The literature discussing professional practices of school psychology in South America is very meager. This study attempted to identify demographic characteristics of school psychologists in four South American countries, their typical responsibilities, significant problems, and threats that jeopardize the delivery of psychological services within the schools. Questionnaires were completed by informed psychologists in Brazil, Chile, Colombia, and Venezuela. The results revealed that school psychologists were overwhelmingly female. Most were found to have undergraduate degrees, only in Venezuela dithe proportion of school psychologists with undergraduate degrees exceed that of psychologists with undergraduate degrees contributed by informed psychologists were members of national associations. Respondents from all four countries rated as very important knowledge and skill areas that focused on the academic areas of psychologistes and physically impaired, learning disabilities, and parent education. A significant area of stress in

all countries was low salaries, and threats to service included lack of research and evaluation, conflicts with competing professional groups, and lack of proper funding. (Differences among the countries are discussed; references and data tables are included.) (NB)

ED 200 994 CG 020 526 Elder Abuse and Neglect: The Illinois Resp Illinois State Dept. on Aging, Springfield. Pub Date—Oct 87

Pub Date—Oct 87

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF0I/PC01 Plus Postage.

Descriptors—Demonstration Programs, *Elder

Abuse, Family Violence, Human Services, Intervention, *Older Adults, *Program Evaluation,

*Program Implementation, *State Legislation,

State Programs, Victims of Crime

Identifiers—Illinois

This document outlines the ideas of the Illinois

*State Programs, Victims of Crime Identifiers—Illinois
This document outlines the ideas of the Illinois
Department of Aging on the implementation and management of the Elder Abuse and Neglect Intervention Program. These topics are addressed in order to provide a basis for discussion of key elements of the proposed program and serve as a guide in the development of rules, policies, and procedures for the operation and administration of the program: (1) proposed legislation (definition of terms, history of legislation, appropriation request); (2) number of alleged abuse and neglect reports (incidence rate, projections); (3) services available to victims of abuse structure (Department of Aging, Regional Administrative Agencies, and provider agencies); (5) cost of providing services to elder abuse victims (cost estimate for statewide program); and (6) summary of statewide elder abuse programming (current operations and proposed statewide program). (ABL)

CG 020 527 Helping Older People To Live Independently. Annual Report to the Governor and the Illinois General Assembly on Public Act 81-202, Fiscal

General Assembly on Public Act 81-202, Fiscal Year 1987.
Illinois State Dept. on Aging, Springfield.
Pub Date—18 Sep 87
Note—17p.; For the previous report, see ED 281
081. Photographs will not reproduce well.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Pins Postage.
Descriptora—*Adult Day Care, Cleaning, Community Services, Daily Living Skills, Delivery Systems, *Home Programs, Home Visits, Human Services, Information Services, *Older Adults, Self Care Skills, Social Services, *State Programs, *Visiting Homemaker.

Self Care Skills, Social Services, "State Programs,
"Visiting Homemakers Identifiers—Illinois," Independent Living
This document describes Illinois' Community
Care Program (CCP), a program which provides
chore housekeeping, homemaker, and adult day
care services to older persons who cannot perform
some tasks basic of everyday life without assistance,
in order to help them live independently. Case management, information and referral, and nursing
home prescreening services also provided by CCP
are described. Key events in the history of CCP
are
listed. Recent initiatives addressing service quality
and expansion are discussed including a quality
assurance program, emphasis on training, case management standards, CCP rules, demonstration
projects testing new services, a review of assistance agement standards, CCP rules, demonstration projects testing new services, a review of assistance to Alzheimer's disease victims, demonstration projects in home health and skilled nursing care, and a senior companion program. A directory of planning and service areas in Illinois is included. Comments by older adults served by the program and a short vignette are included. (ABL)

ED 290 996 CG 020 528 Uniting the Generations...Moving States toward Family Policies across the Age Spectrum. Illinois State Dept. on Aging, Springfield. Pub Date—Oct 87

Note-9p.

Note-9p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Advocacy, *Age Differences, Age Groups, Generation Gap, Individual Needs, *Intergenerational Programs, Needs, *Older Adults, Public Policy, Resources
Identifiers— *Intergenerational Conflict, *Intergenerational Relationship
Seminars on the topic of generational equity, a term which suggests conflict between meeting the

needs of the young and the old, were sponsored by the Illinois Department on Aging in the spring of 1987 at 11 universities in the state. The seminars 1987 at 11 universities in the state. The seminars posed three major questions to participants from academia, state government, and the voluntary sector. (1) what is the debate or discussion currently at the federal level and will it concern the states; (2) how should the discussion be framed; and (3) how can support be mobilized for a productive state response. This document provides a list of the seminars and participants, a summary of the discussion points made, and an outline of Illinois response to developing advocacy that will protect gains, learn from them, and develop a family policy recognizing the needs of children, youth, mid-life, and elderly persons across the age spectrum. (ABL)

26

ED 290 997

Fjors, Leslie J., Jr. Mochr, Martin L.

Sources of Student Achievement: Student Motivation, School Context and Family Background,
Pub Date—Aug 87

Note—40p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September
1. 1987).

tion (95th, New York, NY, August 2e-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Need, Aspiration, *Educational Environment, Expectation, *Pamily Environment, Gradnent, Expectation, *Pamily Environment, Grad11, High Schools, Parent Child Relationship,
*Student Motivation
Identifiers—Illinois

11. High Schools, Parent Child Relationship,
*Student Motivation
Identifiers—Illinois
The recent concern with industrial achievement has reinforced a growing tendency to be concerned with educational achievement. This study, the first in a series, examined whether or not student motivation made a unique contribution to achievement that could be separated from other factors known or thought to contribute to student achievement such as various characteristics of the school. This study used data gathered by the Illinois State Board of Education and the University of Illinois in 1970 and 1981. High school juniors attending 120 schools were the subjects; the 1981 sample consisted of 9,693 students. Academic achievement, school context, family context, and student motivation were measured. Results suggest that variables composing the school context measure were least predictive of achievement variance and student motivation was the most predictive. Overall the expectation variable was the most predictive across all subject areas. The results of this research illustrate the vital and critical role played by motivation in determining school achievement. (ABL)

ED 290 998 CG 020 530

Engdahl, Brian E.
Psychological Consequences of the World War II
Prisoner of War Experience: Implications for

Treatment.
Pub Date—31 Aug 87
Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 22-September

1, 1987.

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Depression (Psychology), Etiology,
"Mental Disorders, "Mental Health, Pathology,
"Psychological Services, "Veterans
Identifiers—"Posttraumatic Stress Disorder, "Prisoners of War, Traumas, World War II

The Former Prisoners of War Act (1981) mandated complete health examinations for all interested prisoners of war (POWs). This paper reports on examinations of more than two-thirds of the POWs in the Minneazoolis Veterans Administration ested prisoners of war (POWs). This paper reports on examinations of more than two-thirds of the POWs in the Minneapolis Veterans Administration Medical Center catchment area under the established POW protocol and special psychiatric examinations. The prevalence of common conditions such as hypertension, diabetes, cerebrovascular accident, heart attack, or intermittent claudication was no greater for POWs than for the general population. However, anxiety disorders, post-traumatic stress disorders, and depressive disorders had a high prevalence. The etiologies of these disorders are generally agreed to include traumatic experience. Disorders with etiologies thought to be less related to traumatic experience such as alcohol abuse/dependency, schizophrenia, and bipolar disorders did

not occur with increased frequency. Those POWs who had experienced more than a 29 percent loss of body weight were at higher risk of developing depressive disorders, post-traumatic stress disorders, and, to a lesser extent, anxiety disorders. Results highlight the strong association between captivity highlight the strong association between captivity rauma and later psychiatric disability. The psychological problems experienced by former POWs are real, persistent, and in the large majority of cases, directly attributable to the trauma they experienced in captivity. Care needs to be provided to them and their families based on understanding of their difficulties. (Eight data tables and one figure are included.) (ABL)

Nelson, Franklyn L. And Others Perceptions of Youth Suicide In Californi Pub Date—May 87

Pub Date—May 87

Note—16p; Paper presented at the Annual Meeting of the American Association of Suicidology/International Association for Suicide Prevention (San Diego, CA, October 18-23, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF91/PC01 Plus Postage.

Pagerinters, *Adolescents Enging Pagelagua In-

DAS TITLE - NEW TYPE - 1 TO STATE - 1 TO STA

pathology, Social Support Groups, Stress Variables, "Suicide, "Young Adults, Youth Problems
Identifiers—California, Substance Abuse
Suicide among young people has increased significantly over the past 25 years, and is now the third leading cause of death among young persons 15 to 24 years of age and the second leading cause of death among college students. In California this serious problem was recently addressed through the implementation in 1946 of a 5 year state funded program of evaluation and intervention. This study surveyed these five sample groups of respondents:

(1) young people 12-15 years of age (N=318); (2) young people 16-19 years of age (N=326); (3) students from California high schools (N=1,000); (4) parents of California youth 12-19 years of age (N=165); and (5) youth service providers having contact with young people 12-19 years of age (N=166). Psychological autopsy data on California youth 12-20 years of age who had committed suicide (N=44) were also examined. The findings revealed that intrapersonal psychopathology and distress, family dysfunction, problems with interpersonal relationships, and drug and alcohol abuse were most frequently reported as the major causes of youth suicide. In terms of solutions, the availability of family and friends and access to formal intervention programs for troubled adolescents were seen as the most effective measures that could be taken to stop young people from intentionally hurring themselves. Programs that tend to decrease vulnerabilities, decrease stress, and increase support systems should prove helpful in preventing suicide.

ED 291 000

ED 291 000 CG 020 532 Dickinson, Colleen Old Folks.

Pub Date—May 87

Pub Date—May 87

Note—21p.; Paper presented at the Annual American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).

Pub Type— Reports - General (140)

EDRS Price - MF01/PO1 Plus Pastage.

Descriptors—Age Differences, "Client Characteristics (Human Services), Counseling Objectives, "Counseling Services, Cuttural Influences, "Hotlines (Public), Individual Needs, "Older Adults, "Suicide

"Suicide Subset of the control of th

of the crisis line, although the elderly do use the information and referral line. Elderly clients of the crisis center are not ambivalent about suicide, trust their own decisions, want to control their manner of death, have more health problems than do younger clients, do not wish to be a burden to others, and do not wish to talk about suicide. Crisis center and information and referral services should work together to help the elderly, updating skills needed in suicide prevention. Classes on problem solving and exploring feelings for the community's elderly should be offered. (ABL)

ED 291 001 CG 020 533

The Role of Family Members in the Treatment of Women Alcoholics.

Pub Date—87

Note—23p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).

ing of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Age Differences, *Alcoholism, Cohort Analysis, *Family Involvement, *Pemales, Medical Services, Parent Child
Relationship, Rehabilitation, Spouses
Alcoholism is frequently called a family disease;
encouraging and even insisting that family members
participate in the treatment of alcoholics has become routine practice in almost every treatment seiting. This study examined the relationship between
treatment participation by a family member and two
measures of recovery for three birth cohorts of
women (N = 99) in non-residential treatment for alchoholism. Recovery variables included a self-report measure on psychosocial aspects of their
recovery by the women themselves and a therapist
rating scale based on individual treatment goals. Results showed approximately 40 percent of the
women had a family member who had participated
with them in at least one treatment session. There
were differences among the cohorts in the types of
relatives participating in treatment. Parents were
the predominant family members participating in
the treatment of the youngest cohort, while spouses
and grown children were in the majority for the
oldest cohort, and the middle cohort had all three in
roughly equal proportions. Data showed that participation in treatment by a family member was positively related to both recovery measures (therapist's
rating and self-report of psychosocial recovery) for
the oldest cohort of women, aged 46-66, but not for
the two younger cohorts, aged 31-45 and 19-30.
This positive relationship was found regardless of
length of time in treatment, type of treatment program, or level of severity of alcoholism at the beginning of treatment. (Author/ABL)

ED 291 002

ED 291 002

Firestone, William A. Drews, Dale H.
The Coordination of Education and Social Services: Implications from Taree Programs.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87

Note—35p.
Pub Type— Reports - General (140) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Alcoholism, Cooperation, "Coordination, Disabilities, Drug Abuse, Early Parenthood, "Human Services, "Intervention, Preschool Children, "Program Effectiveness, Social Networks, "Social Services, "Statewide Planning"

Social Networks, "Social Services, "Statewide Planning Identifiers—"Pennsylvania This study addressed concerns of Pennsylvania legislators and government departments by examining coordination between education and other human service agencies in three program areas: early intervention (for preschool handicapped children); student sasistance (for drug and alcohol abuse and other teenage problems); and teenage pregnancy and parenting. It sought to clarify the nature of the coordination problems that arose and the reasons for those problems in order to make recommendations about how to alleviate them in the future. Interagency conflict and service blockages were found to be independent problems for coordination. For teenage pregnancy, institutional survival concerns were the primary contributor to interagency conflict. The main cause of interagency conflict in stu-

dent assistance was treatment philosophy and the main blockage to coordination was service capacity. For early intervention coordination, the main blockage was again service capacity. Conclusions and recommendations included: (1) coordination can increase the cost of services by increasing the demark; (2) coordination is facilitated by complementary interests; (3) arrangements that minimize competition between agencies should be established; (4) regulations contribute to coordination problems; (5) coordination is facilitated when programs have a clear purpose compatible with the philosophies of other involved parties; (6) local coordination councils can facilitate coordination; (7) planning and adjustment to facilitate coordination; (7) planning and adjustment to facilitate coordination; (8) increased resources are often needed to reduce service blockages. (ABL)

CG 020 535 ED 291 003

ED 291 003

CG 020 535

Crisse and Delinquency in California, 1985.
California State Dept. of Justice, Sacramento. Buresu of Criminal Statistics and Special Services.
Pub Date—Sep 86

Note—216p.; For the report for 1986, see CG 020
536. Portions printed on colored paper. Some illustrations may not reproduce clearly.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Prics - MF91/PC09 Phas Postage.
Descriptors—"Correctional Institutions, Courts, "Crime, "Criminals, "Delinquency, Juvenile Courts, "Law Enforcement, "Police, Prisoners, Sentencing, Trend Analysis Identifiers—"California
A statistical portrait of crime and deliquency in California in 1985 is presented in this document. These topics are discussed and illustrated by data tables and graphs: crimes (violent, property); arrest (felony, misdemeanor, changes in rates); sdulf felony arrest dispositions (dispositions, referrals, juvenile ourt); criminal justice agency expenditures and personnel; and citizens' complaints against peace officers. A criminal justice glossary and an explanation of known data limitations are provided in the appendix. A concluding data section gives 67 detailed tables of statistics on various categories of crime, arrests, convictions, dispositions, criminal justice agency expenditures, and numbers of justice personnel, sometimes providing several years' data. The report is further illustrated with reproductions of drawings by George Cruikshank. (ABL)

CG 020 536

of drawings by George Cruikshank. (ABL.)

ED 291 004

Crime and Delinquency in California, 1996.
California State Dept. of Justice, Sacramento. Buresu of Criminal Statistics and Special Services. Pub Date—Sep 87

Note—258p.; For the report for 1985, see CG 020 535. Portions printed on colored paper. Some illustrations may not reproduce clearly.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MPBL/PC11 Plus Postage.
Descriptors—*Correctional Institutions, Courts, *Crime, *Criminals, *Delinquency, Juvenile Courts, *Law Enforcement, *Police, Prisoners, Sentencing, Trend Analysis Identiflers—*California in 1986 is presented in this document. These topics are discussed and illustrated by data tables and graphs: crimes (violent, property); arrests (felony, mindemeanor, changes in rates); adult felony arrest dispositions (dispositions, arrestees convicted); adult corrections (supervision, caseload, adults committed to state institutions); juvenile justice system (arrests, dispositions, referrals, juvenile court); and criminal justice giossary, an explanation of known data limitations, and notations on the Penal Code requirements concerning complaints against peace officers and the reporting of domestic violence are provided in the appendix. A concluding data section gives 67 detailed tables of crime statistics, arrests, convictions, dispositions, criminal justice agency expenditures and data section gives 67 detailed tables of crime statistics, arrests, convictions, dispositions, criminal justice agency expenditures, and numbers of justice personnel, sometimes providing several years' data. Additional illustrations from "Daumier-120 Great Lithographs" are also used. (ABL)

ED 291 005 Homicide in California, 1986. CG 020 537

California State Dept. of Justice, Sacramento. Bu-reau of Criminal Statistics and Special Services. Pub Date—Oct 87 Note—103p.; Portions printed on colored paper. Pub Type—Reports Research (143) — Numeri-cal/Quantitative Data (110)

Cair Quantitative Data (110)
EDRS Price - MP01/PO18 Plus Postage.
Descriptors—Correctional Institutions, Courts,
"Crime, "Criminals, Death, "Police, Prisoners,
Sentencing, "Trend Analysis, "Victims of Crime
Identifiers—"California, "Homicide
This document provides an annual overview of
the crime of homicide and its victims, information

the crime of homicide and its victims, information on persons arrested for murder, and the system's response by type of disposition and sentence given. These topics are discussed and illustrated with 5 data tables and 43 graphs: (1) willful homicide crimes; (2) arrests for murder; (3) dispositions of adults arrested for murder; (4) death penalty cases; (5) peace officers killed in the line of duty; and (6) justifiable homicides. A final section contains 67 additional data tables which provide detailed information such as sex and age of victims distributed by rece/ethnic groups for 1977-1986, known types of weapons, arrests for murder, dispositions of adults arrested for murder and convicted, justifiable homicides by peace officers, and peace officers killed in the line of duty. (ABL)

ED 291 006 CG 020 538 Progress Report on Alzheimer's Disease: Volume

National Inst. on Aging (DHHS/PHS), Bethesds, MD

MD.

Report No.—NIH-84-2500

Pub Date—Jul 84

Note—31p.; For volume III, see CG 020 539.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Pub Type—Reports - General (140) EDRS Price - MF01/PO2 Plus Postage. Descriptors—"Behavioral Science Research, "Medical Research, "Mental Disorders, Older Adults, "Research and Development, Research Coordinating Units, "Research Needs, Research Identifiers—"Alzheimers Disease
This document provides an overview of the state of scientific study of Alzheimer's disease, a disease of catastrophic proportions whose symptoms include serious forgetfulness; changes in personality; confused, restless, and irritable behavior; and problems with judgment, concentration, writing, reading, speech, and uaming of objects. It discusses biological mechanisms related to Alzheimer's disease, including glucose metabolism and the molecular pathology of changes in the proteins of nerve cells of the cerebral cortex which are associated with the disease. Research conducted in the last decade about the cause of Alzheimer's is reviewed, including trace metal, slow virus, immunological, and genetic studies. Psychosocial research is discussed, noting that to date behavioral science research has focused on diagnostic tests to differentiate between Alzheimer's disease and unti-infarct dementis, on changes in language use in relation to brain function and dysfunction, and on special supports needed by families of victims. A review of clinical research discusses sleep studies and treatment approaches. Intramural initiatives by the National Institute on Aging, the National Institute of Health, the National Institute of Mental Health, and the National Institute of Neurological and Communicative Disorders and Stroke are described. The report concludes that advances have been made in the past decade and that, at some future date, Alzheimer's disease may be prevented or cured. (ABL)

ED 291 007 CG 020 539 Progress Report on Alzheimer Disease: Volume III.

nal Inst. on Aging (DHHS/PHS), Bethesda, MD.

MD.
Report No.—NIH-86-2873
Pub Date—Dec 86
Note—21p; For volume 2, see CG 020 538.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Demography, "Medical Research,
"Mental Disorders, Older Adults, Research and
Development, "Research Needs, Scientific Re

search
Identifiers—*Alzheimers Disease
This report summarizes advances in the understanding of Alzheimer's disease, the major cause of mental disability among older Americans. The demography of the disease is discussed, noting that approximately 2.5 million American adults are afficieted with the disease and that the large increase in the number of Alzheimer's disease patients is due to the growth in numbers of older people, a better approach to diagnosis, better training of health care professionals regarding the problems of old age, and the public's awareness of Alzheimer's disease. A cost estimate of \$35 billion for the care of Alzheimer's disease patients is given. Research advances in diagnosis of Alzheimer's disease are reviewed, including advances using magnetic resonance imaging, and a test for a protein in the blood of victims. Biological mechanisms of the disease including differences in healthy and diseased brains and changes in brain chemistry are discussed. Theories about the cause of Alzheimer's disease are reviewed, including an examination of the role of aluminum, infectious agents, and genes as well as risk factors for the disease. Assessment and treatment approaches are mg an examination of the role of attinuiting, infectious agents, and genes as well as risk factors for the disease. Assessment and treatment approaches are summarized. The report concludes with future research directions. (ABL)

ED 291 008 CG 020 540 Medicare: Legislative Amendment Would Avoid Adverse Effects on Disabled Beneficiaries, Re-

Medicare: Legislative Amendment Would Avoid Adverse Effects on Disabled Beneficiaries. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-87-135
Pub Date—Sep 87
Note—10p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, \$2.00 each).
Pub Type—Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Federal Legislation, *Federal Programs, *Government Employees, *Insurance Identifiers—*Medicare, Social Security Act
There is disagreement about who is to be the primary payer when dual coverage exists under Medicare and a employer-sponnored group health plan for federal, state, and local government employees after the Omnibus Budget Reconciliation Act of 1986. Medicare administrations interpret the Act as applying to government-sponsored plans; administrators of federal, state, and local government-sponsored plans; administrators of federal, state, and local government-sponsored plans do not. This report discusses the background of the disagreement and leasy beneficiaries could experience getting their bills paid. The report concludes that the Social Security Act should be amended to resolve differences in interpretation by stating that Medicare is the second payer to government plans under section 1862(b)(4) of the Act to the same extent that the section applies to other health plans. Quick action is recommended to avoid delays in paying disabled beneficiary claims. (ABL)

ED 291 009 CG 020 541 EIJ 291 009

CG 020 541

Medicaid: Improvements Needed in Programs to
Prevent Abuse. Report to the Secretary of
Health and Human Services.

General Accounting Office, Washington, D.C. Div.
of Human Resources.

Report No.—GAO/HRD-87-75

Pub Date—Sep 37

Note—810.

Pub Date—Sep 87
Note—81p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (1-5
copies, free, 6 or more, \$2.00 each).
Pub Type—Reports - General (140) — Reports Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Crime, *Evaluation Problems, *Federal Programs, Federal State Relationship,
*Health Services, Information Seeking, Information Utilization, Medicald Services, *State Action
Identifiers—*Medicaid
States are required by the Medicaid law to iden-

Identifiers—"Medicaid
States are required by the Medicaid law to identify and investigate cases of suspected Medicaid
abuse by reviewing recipients and providers use of
Medicaid services. The General Accounting Office
(GAO) conducted an assessment of programs to
control recipient abuse in six states and to control
provider abuse in four states to determine whether
states were effectively identifying Medicaid abuse
and to assess the extent of states' actions to apply
sanctions against Medicaid abusers. The results re-

vealed that some states were not effectively using their computerized management information systems to identify potential Medicaid abuse, some were reviewing only a small portion of the potentially abusive recipients identified, and most states had applied sanctions against few abusive Medicaid recipients. This document discusses actions needed to assure that state Medicaid agencies operate effective postsyment utilization review programs to identify and prevent abuse of Medicaid services. It includes a series of recommendations designed to: (1) assess the extent of provider and recipient abuse in each state; (2) establish minimum review requirements based on the results of the assessment; and (3) improve the states' use of their management information systems to identify potential abuse. Bight appendices describe methodology used to identify recipient abusers in California and provide comments from the Department of Health and Human Services and six of the states investigated. (NB)

85-

CG 020 542 ED 291 010 Lear API VIV CG 020 54 leauthorization Hearings on the Older Americans Act: Part 1. Hearings before the Subcommittee on Human Resources of the Committee on Edu-cation and Labor. House of Representatives, One Hundredth Congress, First Session (March 9, 23; and April 6, 1987).

and April 6, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—87
Note—513p.; Serial No. 100-18. For part 2, see CG 020 543. Portions contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MPD2/PC21 Plus Destace.

als (090)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Aging (Individuals), *Federal Legislation, *Government Role, Hearings, Individual Needs, *Older Adults
Identifiers—Congress 100th, *Resuthorization Legislation

Needs, 'Older Adults
Identifiers—Congress 100th, 'Reauthorization
Legislation
This document contains the text of three hearings
which constitute part one of the Congressional hearings held to examine reauthorization of the Older
Americans Act. It provides an historical overview of
the Older Americans Act of 1965 and discusses various issues involved in the reauthorization. Opening
statements are included from Representatives Dale
Kildee, Mario Biaggi, Thomas Tauke, and Fred
Grandy. Witnesses providing testimony include: (1)
Dolores Battle, United States Department of Labor;
(2) William Bechill, former United States Commissioner on Aging; (3) Elaine Brody, Philadelphia
Geriatric Center; (4) Sonia Crow, Food and Nutrition Service, Department of Agriculture; (5) Jill Duson, president, National Association of State Long
Term Care Ombudaman Programs; (6) Toby
Felcher, Association of Nutrition and Aging Services Programs; (7) Carol Fraser Fisk, Commissioner on Aging; (8) John Paul Hammerschmidt,
Congresams from Arkansas; (9) William Hutton,
National Council of Senior Citizens; (10) Eugene
Lehrmann, American Association of Retired Persons; (11) Donna McDowell, Wisconsin Bureau of
Aging; (12) Russell Profitt, National Association of
Area Agencies on Aging; (13) Donald Reilly, National Coucus and Center on Black Aged, Inc.; and
(15) Ron Wyden, Congresaman from Oregon. Prepared statements, letters, and supplemental materials are included. (NB)

ED 291 011 CG 020 543 ED 291 011 CG 020 54 teauthorization Hearings on the Older Americans Act: Part 2. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress (Montpeller, VT, March 28; Flint, MI, April 11; and Algona, IA, April 24,

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date—87

Pub Date—87

Note—413p.; Serial No. 100-19. For part 1, see CG
020 542. Portions contain small print.
Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC17 Plns Postage.
Descriptors—Aging (Individuals). *Federal Legislation, *Government Role, Hearings, Individual

Needs, *Older Adults

Needs, *Older Adults
Identifiers—Congress 100th, *Reauthorization
Legislation
This document contains the text of three hearings
held in Vermont, Michigan, and Iowa which constitute part two of the Congressional hearings held to
examine reauthorization of the Older Americans
Act Congress Institutes are included from Person examine reauthorization of the Older Americans Act. Opening statements are included from Repre-sentatives Dale Kildee, Tom Sawyer, Fred Grandy, and Thomas Tauke. Testimony is provided from 55 witnesses representing: (1) several Area Agencies on Aging; (2) the Michigan Office of Services to the Aging; (3) the Vermont Office of Aging; (4) the lowa State Department of Elder Affairs; (5) state and local seencies concerned with senie issues: (6) Iowa State Department of Elder Affairs; (5) state and local agencies concerned with aging issues; (6) groups providing services to older adults, including Senior Citizens Services, Caregivers, American Association of Retired Persons, Amicare Home Health Services, Professional Nursing Service, Senior Center, the Information Center, Swiss Valley Farms, and the Alzheimer's Disease Association of Vermont; (7) the Food and Nutrition Service, United States Department of Agriculture; (8) United States Senator Tom Harkin; and (9) several residents of Vermont, Michigan, and Iowa. Witnesses provide evidence that the Older Americans Act is a vital program which serves the elderly well. Prepared statements, letters, and supplemental materials are included. (NB)

CG 020 544 ED 291 012

Benjamin, Libby Walz, Garry R.

9 for the 90s: Counseling Trends for Tomorrow.

ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—38

Contract—400-86-0014

Note—38

Note—38p. Available from—ERIC/CAPS, 2108 School of Ed-

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (37.00).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Change Agents, Client Characteristics (Human Services), Cognitive Style, "Counselor Qualifications, "Counselor Role, "Futures (of Society), Individual Needs, Individual Power, "Marketing, Midlife Transitions, Population Trends, School Counselors, Stress Management, "Technology Identifiers—"Computer Assisted Counseling This information analysis identifies emerging counseling priorities for the 1990s and suggests ways that counselors might prepare themselves for

This information analysis identifies emerging counseling priorities for the 1990s and suggests ways that counselors might prepare themselves for the future. The nine priorities discussed in the paper include: (1) learning to learn; (2) life transitions; (3) technology, computers, and counselors; (4) demographic trends and their impact on counseling; (5) marketing; (6) stress management; (7) resource resourcefulness; (8) change agentry; and (9) personal empowerment. Learning styles and preferences of students, reasons that counselors should counsel according to a client's learning style, and ways that counselors can help students learn to learn are examined. Differences between counseling adults and counseling students are explained, psychological concerns of adults seeking counseling are enumerated, and counselor areas of contribution are discussed. The section on technology gives characteristics of computers and technology, examines new and emerging counselor roles in using computers, and discusses counselor role priorities. Several demographic trends are identified and their impact on counseling is considered. Marketing issues discussed include product and service life cycle, marketing its for counselors. The section on personal empowerment gives characteristics of self-empowered persons and describes counselor opportunities and responsibilities. (NB)

ED 291 013

E.D 291 013 CG 020 545
Smith, Robert L.
Human Resource Development: An Overview.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-86-0014
Note—860.

Note—80p. Available from—ERIC/CAPS, 2108 School of Ed-ucation, University of Michigan, Ann Arbor, MI

Asi09-1259 (\$9.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors— *Career Development, Classification, Employee Assistance Programs, *Human Resources, *Labor Force Development, *Organizational Climate, *Organizational Development, Cottagenent Services (Employment)

This information analysis concerns human resource development (HRD), defined as consisting of programs and activities that positively affect the development of the individual and the productivity and profit of the organization. Several key human resource development components are identified and discussed: (1) training and development; (2) organizational development; (3) employee assistance programs; (4) career development; and (5) performance appraisal. Traditional human resource functions are described, including consultation, human resource planning, compensation, employee relations, recruitment, and employee outplacement. A classification system is outlined to aid in understanding programs and activities which can be conducted within the HRD component. The revolution, growth, and professionalization of HRD is considered, and HRD's placement within an organization is described. Several external factors that the HRD professional must accept are identified, including changing work values, government regulations, customer expectations, changing technology, competition, economic conditions, unions, corporate image, and the labor market. Organizational climate is discussed and factors that contribute to the organizational climate are identified. Assessment of the organizational climate is explained, and the relationship between organizational climate and HRD is explored. (NB)

ED 291 014 EJJ 291 014

Bolton-Brownlee, Ann
Alcohol Use among College Students. Highlights:
An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 87

Contract—400-86-0014

Note—3e. CG 020 546

Note—3p. Available from—ERIC/CAPS, 2108 School of Ed-ucation, University of Michigan, Ann Arbor, MI 48109-1259.

48109-1259.
Pub Type—Information Analyses - ERIC Informa-tion Analysis Products (071)
EDRS Price - MF91/PC01 Plus Postage.
Consisters—Alcohol Education, *College Stu-Descriptors—Alcohol Education, *College Students, *Counseling Techniques, *Drinking, Environmental Influences, Family Influence, Higher Education, Identification, Peer Influence, Personality Traits, Sex Differences, *Student Behavior Identifiers—*Alcohol Use, ERIC Digests

ality Traits, Sex Differences, "Student Benavior identifiers—"Alcohol Use, ERIC Digests
This factaheet examines alcohol use among college students. It explains how to identify problem drinking, discussing negative consequences of drinking, excessive consumption and intoxication, and reasons for drinking. Correlates of problem drinking are described in the areas of personality and gender; peer, family, and environmental influences are considered. It concludes with a look at counseling and alcohol education programs. Ten resource documents are listed. (NB)

ED 291 015 CG 020 547

Bekman, Nancy
The Dropout's Perspective on Leaving School.
Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0014

Note—3p. Available from—ERIC/CAPS, 2108 School of Ed-ucation, University of Michigan, Ann Arbor, MI 48109-1259.

48109-1259.
Pub Type - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/P001 Plus Postage.
Descriptors - Academic Failure, Adolescents,
"Dropout Attitudes, "Dropouts, Employment
Opportunities, "Motivation, Negative Attitudes,
Reentry Students, Secondary Education
Identifiers - ERIC Diseases lentifiers—ERIC Digests
This factsheet considers dropping out of school

from the dropout's point of view: reasons for drop-ping out, life after leaving school, and the dropouts' own evaluation of their decision to leave school. It identifies a dislike of school, low scademic achievement, and a desire to work as key reasons for drop-ping out. Thirteen resource documents are listed. (NB)

ED 291 016

CG 020 548

Shill Kares
Precollege Guidance and Counseling. Highlights:
An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0014
Note—3n

rub Date—Nov 2.0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF91/POB Plus Postage.
Descriptors—"Admissions Counseling, "College Bound Students, College Choice, College Preparation, "Counselor Role, Decision Making, Elementary Secondary Education, Equal Education, "School Counseling, "School Counselors, "School Guidance, Student Needs Identifiers—ERIC Digests
This factsheet explores the school counselor's role in helping college-bound students. Equity in counseling is considered in the areas of access to counseling and student tracking. Timelines in precollege-counseling are presented for elementary and junior high grades, and for each grade level in high school. Eight resource documents are listed. (NB)

ED 291 017

CG 020 549

Benjamin, Libby
Understanding and Managing Stress in the Academic World. Highlights: An ERIC/CAPS Di-

gest.

BRIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87
Contract—400-86-0014
Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

48109-1259.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—"College Faculty, "College Students, "Coping, Counseling Techniques, Higher Education, Intervention, Prevention, "School Counselors, "Stress Management, "Stress Variables, Student Needs Identifiers—ERIC Digests

This factaheet presents several generalizations regarding stress, then looks specifically at faculty/counselor distress and student distress. Coping strategies to help faculty and counselors reduce their own stress and the stress of students are listed; both preventive and combative strategies are included. (NB)

ED 291 018 CG 020 550

ED 291 018 CG 020 550 Klimek, David Anderson, Mary Understanding and Parenting Adolescents. Highlights: An ERIC/CAPS Digest. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87 Contract—400-86-0014 Note—3n.

Note—Jp. Available from—ERIC/CAPS, 2108 School of Ed-ucation, University of Michigan, Ann Arbor, MI 48109-1259.

48109-1259.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Adolescent Development, "Adolescents, Change, "Developmental Tasks, "Family Life, "Family Relationship, "Parent Child Relationship, Psychological Patterns, Self Evaluation (Individuals), Significant Others
Identifiers—ERIC Digests

This factsheet considers the psychological task of

adolescence, explains the adolescent's separation from his/her parents, and gives child and parent checklists for evaluating family functioning. Pat-terns of family development are discussed, includ-ing midlife parental development and the influence of previous generations. The role of non-family adults is described. (NB)

Pyke, Sandra W. And Others
Counselling Evaluation: The Target-Complaint
Technique.
Pub Date—May 87
Note—27p.; Paper presented at the Annual Canadian Guidance and Counseling Association Conference (Toronto, Ontario, Canada, May 19-22, 1987).

ference (Toronto, Ontario, Canada, May 19-22, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Client Characteristics (Human Services), College Students, Comparative Analysis, *Conflict Resolution, *Counseling Effectiveness, Foreign Countries, Higher Education, *Participant Satisfaction, *Problem Solving, School Counseling, Student Improvement Identifiers—Canada

Atthough college counseling agencies serve many clients, published accounts of counseling outcomes in these agencies are relatively rare. An important aspect of counseling evaluation is the client's resolution of presenting and subsequent problems. This study investigated the impact of counseling on university students using a measure of symptom relief, obtained by comparing the client's own rated severative of presenting problem at intake with a posttreatment rating, and a measure of client satisfaction. The sample consisted of 102 female and 53 males. Chi-square analysis revealed a higher return for controls (84%) than for clients (54%) (p.01). T-tests performed on the target-complaint data showed that female clients reported more improvement than did female controls (p.05). Inconsistency of individual client responses on the two outcome measures is interpreted in terms of the support function provided by the counselor. The importance of using both measures in future research is stressed. (Author/NB)

ED 291 020 CG 020 552 sce, Gaylen R. Walker, Susan P.

Self-Concept and Degree of Congruence between Vocational Interests and Academic Major in College Students.

Vocational Interests and Academic Major in College Students. Pub Date—Apr 87 Note—10p; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April

vention of the American Association for Counseing and Development (New Orleans, LA, April 21-25, 1987).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—"College Students, "Congruence (Psychology), Higher Education, "Majors (Students), Racial Differences, "Self Concept, "Self Esteem, Sex Differences, "Vocational Interests Several writers have hypothesized that college students highest in degree of congruence between their college major and their personality type tend to have the highest level of achievement, satisfaction, and stability. This study investigated congruency between college students' vocational interests and their chosen academic major as an implementation of their self-concept. College juniors and seniors (N=188) completed the Strong Campbell Interest Inventory (SCII) and the Wallace Self-Concept Scale. The dependent variable was congruence between a student's college scademic major and the personality type or profile on the General Occupational Theme subscales of the SCII. Independent variables were self-concept, gender, and ethnic origin. Data analyses revealed a main effect due to the self-concept categories. There was no main effect for gender, no interaction effect of gender and self-concept, no main effect for thic origin and self-concept tendent variable. Findings confirmed the hypothesis that college students with high self-concepts tended to have high congruence between vocational interest profile and selection of an academic major. Conversely, college students with low self-concepts tended to have low congruence between vocational interest profile and selection of

an academic major. These results may be applied to several aspects of academic advising. (NB)

ED 291 021 CG 020 553

Jackson, Linda A. And Others Gender Stereotypes and Attributions: A Bayesian Analysis. ub Date—Aug 87

Note—12p.; Paper presented at the Annual Con-vention of the American Psychological Associa-tion (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Attribution Theory, College Students, Espectation, "Failure, Higher Education, "Prediction, "Sex Differences, "Sex Stereotypes,

"Prediction, "Sex Differences, "Sex Stereotypes, "Success Early research demonstrating an association between success and the male stereotype and between faiture and the female stereotype, and the Bayesian analysis of attribution theory provided the bases for predictions about the effects of gender and performance outcomes on probability estimates of future success. The relation between gender stereotypes and attributions for skill-based performance were examined from the framework of the psychology of prediction. College students (N=235) observed a videotaped male or female target either succeed or fail at a task. Following this observation, a male or female coactor either succeeded or failed at the same task. After viewing the tapes, subjects made probability estimates of the targets' future success at similar tasks. Probability estimates of the targets' future success revealed that males benefited more from success than did females, and that females were hurt more by failure, whether their own or another's, than were males. Given identical successful performances, probability estimates of future success were greater for males than for females. Support for predictions derived from attribution theory suggest that the effects of consensus information on attributions depend on the congruence of outcomes with gender stereotypic expectations. (Author/NB)

CG 020 554 ED 291 022

ED 291 022

Aukson, Linda A. And Others
Gender, Gender Role, and Body Image.
Pub Date—Aug 87

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (95th. New York, NY, August 28-September

vention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, "Physical Fitness," Physical Health, Self Concept, "Sex Differences, "Sex Role, "Sexual Identity Identifiers—Physical Appearance

This study examined the importance of gender and gender role in understanding self-perceptions of body image. Male and female college students (N=166) who differed in gender role as measured by the Bem Sex Role Inventory completed the Body-Self Relations Questionnaire, a new measure of body image containing 140 items which fit a 3 x 3 matrix that fully crosses three somatic domains (physical appearance, physical fitness, and physical health) with three psychological dimensions (evaluation, importance, and behaviors). The results revealed that females placed more emphasis on physical appearance than did males, while the reverse was true for physical fitness. The importance of physical fitness to feminine males were also evident from the results. Future research unimportance of physical fitness to feminine males were also evident from the results. Future research might examine actual physical and behavioral differences among the gender role groups and compare them to differences in self-perceptions. (Author/NB)

CG 020 555 ED 291 023

ED 291 023
Greene, Richard J. And Others
Experimentally Induced Empathy and Its Role in
Reducing Aggression.
Pub Date—Aug 87
Note—19p; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

Pub Type—Reports - Nessen Meeting Papers (150) EDRS Price - MF01/PC01 Plus Post Descriptors—* Affective Behavior, - Reports - Research (143) - Speeches/-

*Aggression,

DIE JUL 1988

d to 53 Emotional Response, "Empathy, Grade 4, Intermediate Grades, Interpersonal Relationship, Males, "Preadolescents This study attempted to induce empathy toward a hypothetical individual in an effort to reduce agressive responses directed toward him. Forty fourth grade volunteer boys from two Michigan public schools were administered the Index of Empathy for Children and Adolescents to determine pre-existing empathic potential (EP). Subjects were matched for EP and assigned to either an experimental or control group. Experimental subjects were given and information about the hypothetical boy and were told to imagine themselves in his place. Control subjects were given neutral information about the boy not designed to evoke empathy. The character was then described as behaving obnoxiously toward an imaginary victim on four occasions. Following each of the four scenarios, subjects were asked how the victim would respond. Subjects' responses were coded for aggressive score of the experimental group's responses was significantly lower than that of the control group for the first story administered. Experimental subjects with high EP were rated significantly lower on the aggressive responses their responses to the first story than were other experimental subjects. Significantly fewer experimentals than controls said the victim would choose aggressive retalisatory responses on one or more of the four occasions. These findings support the hypothesis that empathy arousal can reduce the experience and expression of aggression. (Author/NB) experience thor/NB)

CG 020 556

Kane, Andrew W.
The Wisconsin Coalition on Sexual Misconduct by
Psychotherapists and Counselors: A Community
Effort.

Pub Date—Aug 87 Note—7p.; Paper presented at the Annual Conven-tion of the American Psychological Association (95th, New York, NY, August 28-September 1,

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation,
"Counselor Client Relationship, "Ethics, "Sexual
Abuse, "State Legislation, "Victims of Crime
Identifiers—"Coalitions, Wisconsin
This report describes how a victim of sexual misconduct by a therapist and the victim's response to
a conference presentation by a member of the Wisconsin State Psychology Examining Board on the
stages involved in the filing, investigation, prosecution, and adjudication of complaints made to the
Board helped to create the Wisconsin Coalition on
Sexual Misconduct by Psychotherapists and Counselors. It explains: (1) the creation of a task force to
study the subject and make recommendations for
action; (2) the expansion of the task force to include
representatives of every mental health profession
and related groups; (3) the task of the larger group
to establish a set of goals and objectives; (4) a survey
taken of mental health professionals in Wisconsin
saking whether they had someone in therapy who
had sexual contact which a therapist or counselor
which revealed 655 reports of sexual misconduct
with a therapist or counselor; (3) the need for legiliter changes and actions being taken to effect such
changes; and (6) task force publication of guides for
clients and positions papers on relevant issues. The
paper describes how the task force became a coalifield the search papers on relevant issues. The cinxipes; and (b) task force punctation or guides for clients and positions papers on relevant issues. The paper describes how the task force became a coali-tion, lists the membership of the coalition, outlines agenda items currently under consideration, and gives the ingredients for a successful coalition. (NB)

CG 020 557

Swoboda, Joseph S. Dowd, E. Thomas Reframing and Restraining Directives in the Treat-ment of Clinical Depression.

-Aug 87 Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

tion (93th, New York, 1915, 1987).

1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Client Characteristics (Human Services), Comparative Analysis, "Counseling Effectiveness, "Counseling Techniques,
"Depression (Psychology), Intervention, "Outcomes of Treatment, Paradox

Identifiers—"Paradoxical Techniques, "Reactance (Psychology)
Previous studies have shown that paradoxical directives are effective in decreasing depression over time but, in general, found that they were no better than nonparadoxical directives. Subjects in the studies were mildly to moderately depressed college students who were not assessed on reactance level. This study examined the differential effects of paradoxical reframing versus paradoxical restraining directives in high- or low-reactant clients (N=67) from a clinical population who experienced moderate to severe depression. High- and low-reactant clients were randomly assigned to one of three treatment conditions: a paradoxical reframing directive condition, or a pacudo-therapy control group. Treatment involved five sessions with a counselor. A follow-up session occurred approximately 4 to 6 weeks after treatment ended. Results showed that subjects in all conditions significantly reduced their depression. There were no differential effects due to treatment condition or reactance level. Subjects in the control condition felt significantly more in control of their depression at follow-up than did subjects in the two paradoxical interventions. All subjects in the two paradoxical interventions. All subjects in the two paradoxical interventions. All subjects in the control condition felt significantly more in control of their depression at follow-up than did subjects in the control condition. Findings have implications for the compliance-defiance model. (Author)

follow-up. Findings have implications for the compliance-defiance model. (Author)

ED 291 026

CG 020 558

Bogdaniak, Roman C. Coronado, Maria G.
Saicide Prevention in Special Populations.
Pub Date—May 87

Note—Pp.; Paper presented at the Annual Meeting of the American Association of Suicidology and International Association For Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MPul/POBI Plus Pestage.
Descriptors—Clinical Diagnosis, "Counseling Techniques, "Depression (Psychology), Identification, Individual Differences, Interdisciplinary Approach, "Intervention, "Prevention, "Subcultures, "Suicide
Suicide prevention techniques, from a clinical perspective, need to be as diversified as the population they serve. In certain special population groups, suicide has reached epidemic proportions, and there is a significant public health need for specific suicide prevention strategies. Special populations need to be identified and their suicide risk evaluated. Women, adolescents, the elderly, ethnic minorities, the emotionally disturbed, professionals, runaways, and other subgroups need biologically and environmentally specialized suicide prevention services. Historically four basic strategies have been applied to the evaluation process of suicide risk and in suicide prevention program design: (1) matching the social demographics of completed suicides; (2) psychometric assessments; (3) psychological profiles; and (4) designation of specific high risk groups. Parents, teachers, and professionals in all fields can learn to recognize the symptoms of depression or the warning signs of suicidal ideation. They can learn to recognize the symptoms of depression or the warning signs of suicidal prastegies is imperative. Planning and implementation of suicide intervention and prevention programs should begin within designated special population groups identified through research. (NB)

CG 020 559 ED 291 027

ED 291 1421 Anshel, Mark H. The Use of Cognitive Strategies To Enhance Motor Skill Acquisition and Retention in the Elderly.

Pub Date—83
Note—30p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Age Differences, Cognitive Processes, *Cognitive Style, *Older Adults, *Perceptual Motor Learning, *Psychomotor Skills, Retention (Psychology), *Skill Development It has been hypothesized that the use of techniques to enhance motor skill sequisition and retention in the elderly may retard the onset of retirement, result in the continuation of a productive professional career, allow continued participation in recreational activities, and possibly slow the declin in physiological functions that normally accompanies aging. Recently there has been extensive research on mental operations and the ways in

which a person can use certain cognitive strategies to enhance learning and performing of skilled movements. This paper: (1) examines the efficacy of using cognitive strategies as a method to enhance more skill learning; (2) analyzes some of the differences between older and younger learners in their sbility to learn and perform movement skills to better understand how aging affects motor skill acquisition and performance processes; and (3) suggests ways in which the elderly can learn and perform skills more effectively through the use of cognitive strategies. (NB)

CG 020 560 ED 291 028 ED 291 028 CG 020 560

Rubin, Simon Shimshon

The Dilemmas of Supervision: Supervision: Peer
Supervision.

Pub Date—Aug 84

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Tyres, Reports a General (140) — Speeches/-

vention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Training, Foreign Countries, Higher Education, *Psychotherapy, Supervision, *Supervisors Methods, *Supervisor, Supervisors Methods, *Supervisor, Training Identifiers—Israel

The Postgraduate Center for Psychotherapy in Haifa, Israel has developed a one-year seminar in psychodynamic supervision for practicing supervisors. Twenty-five participants took part in group seminars designed to address the process of supervision and the theoretical, personal, and stylistic differences among supervisors. This paper describes the context of group discussions and looks at group processes and evolution since the seminar began in the 1982-1983 scademic year. Several salient issues discussed in the groups are examined, including (1) whether the primary focus of supervision is on the student-therapist or the client; (2) the developmental phase of the supervisee; (3) attention to the therapist, personality; (4) therapists who have not been in psychotherapy; (5) competing models of treatment; (6) evaluation of the supervisee; and (7) multidimensional influences among patient, therapist, and supervisor. Illustrative case material is considered. Suggestions for those considering working on supervision of supervision are included in the areas of the learning function, the supportive function, the supervisory process for implications concerning therapy, and the evaluation role. (NB)

CG 020 561 ED 291 029

ED 291 0.29

Heesacker, Martin And Others

Holland Code, Job Satisfaction and Productivity in
Clothing Factory Workers.

Pub Date—Aug 87

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

tion (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MPOI/PC01 Plus Postage.

Descriptors—Attendance Patterns, *Blue Collar Occupations, *Employee Attitudes, Fashion Industry, Females, *Job Satisfaction, *Personality Traits, Productivity, *Sewing Machine Operators, Work Attitudes, *Work Environment Identifiers—Holland Self Directed Search

Published research on vocational interests and personality has not often assessed the characteristics of workers and the work environment in blue-collar, women-dominated industries. This study administered the Self-Directed Search (Form E) to 318 sewing machine operators in three clothing factories. Holland codes, productivity, job satisfaction, absenteeism, and insurance claims were assessed. Contrary to Holland's (1977) convenional realistic classification on only one measure (p. 0.3), with social subjects most satisfied, conventional and realistic subjects most satisfied, productivity results were similar. Holland code did not affect absenteeism or insurance claims. The hypothesis that environment-personality congruence promotes satisfaction and productivity, and reduces absenteeism and injury was not supported. (Author/NB)

ED 291 030

CG 020 562

toper, Susan P. Sedlacek, William E. toncognitive Predictors of Counseling Center Use by International Students, Research Report #2-87.

#2.87.

Maryland Univ., College Park. Counseling Center.
Pub Date—87.
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, College Students,
"Counseling Services, "Poreign Students, Goal
Orientation, Higher Education, Personality
Traits, Predictor Variables, "Student Adjustment,
Student Characteristics, "Student Needs, Use
Studies
Identifier—"Help Seathers.

Student Characteristics, "Student Needa, Use Studies Identifiers—"Help Soeking While research has suggested numerous problems and adjustment difficulties faced by international students attending colleges and universities in the United States, cultural differences may be barriers for international students in their seeking and receiving help for such problems. This study was conducted to examine whether certain noncognitive variables, shown previously to be predictive of academic success for international students, were predictive of whether international students used counseling services at a university counseling center. Freshman international students (N=230) completed the Noncognitive Questionnaire during an orientation data collection session. Students' responses were compared with their use of counseling center services over the next eight semesters. The results revealed three noncognitive variables which significantly (p. 05) predicted counseling center use: understanding and ability to deal with racism; non-traditional ways of acquiring knowledge; and preference for long-term goals over short-term, immediate needs. These findings have implications for designing outreach and counseling services for international students. (Author/NB)

ED 291 031

Boper, Susan P. Sediucek, William E.

Counseling Expectations: Differences by Gender and Presenting Problem. Research Report #13-87.

Maryland Univ., College Park. Counseling Center. Pub Date—87

Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PO11 Phus Postage.
Descriptors—*College Freshmen, *Counseling Services, *Expectation, Higher Education, *Sex Dif-

vices, "Expectation, Higher Education, "Sex Differences Identifiers—"Help Seeking
Expectations about counseling has been shown to be an important determinant of the effectiveness of counseling. The relationship between counseling expectations and interest in neeking counseling was explored in 430 incoming college students as part of their freshman orientation program. Subjects completed one of three versions of the Expectations about Counseling Scale, measuring their expectations about counseling Scale, measuring their expectations about counseling content area specified. Data analysis revealed a significant main effect for subject gender. Compared to males, females scored higher in responsibility, openness, and motivation; obtained higher scores in their expectations for acceptance, attractiveness, genuineness, trustworthiness, and nutrurance; and expected more immediacy and concreteness in the counseling process and a higher quality outcome. Compared to females, males expected more directiveness, empathy, expertise, and self-disclosure on behalf of counseions. No other significant main effects or interaction effects were found; no significant differences were found in students' expectations for different types of counseling. (Author/NB)

CG 020 564

Korubik, Karen Ayman, Roya Androgyny and Leadership Style: Toward a Con-ceptual Synthesis. Pub Date—31 Aug 87 Note—28p.; Paper presented at the Annual Con-vention of the American Psychological Associa-tion (95th, New York, NY, August 28-September

tion (95th, New York, Co., Co., 1, 1987).

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/FC02 Plus Pestags.
Descriptors—Administrators, "Androgyny, Foreign Countries, "Leadership Qualities, Leadership
Styles, "Managerial Occupations, "Personality

Traits, *Sex Differences, *Sex Role, Sexual Iden-

Traits, "Sex Differences, "Sex Role, Sexual Identity Identifiers—Canada
Although the idea of androgynous leadership has been discussed frequently in the management literature, little empirical evidence has been accumulated to support a conceptual integration. Results of pre-liminary research support the hypothesis that sex-role orientation is a better predictor of leadership behavior than is biological sex. This study was conducted to replicate the results of previous research using actual managers as subjects, to extend the proposed conceptual model by incorporating other variables relevant to managerial leadership which also pertain to the dimensions of instrumentality and expressiveness, and to examine the relationship between sex-role orientation and self-perceptions of managerial effectiveness. Male (N=121) and female (N=126) middle to upper level managers completed the Bem Sex Role Inventory; the Job Description Index; a job stress scale; and adaptations of the Ohio State Leadership Behavior Description Questionnaire, the Thomas-Kilmann Conflict Resolution Scale, and the Profile of Organizational Influence Strategies. Subjects rated their leadership effectiveness, how good a manager they were, and how well their subordinates performed. The results strongly support the contention that biological sex is not an important factor in determining managerial style. They provide empirical evidence for a conceptual synthesis of androgyny, leadership, and conflict resolution theories. (NB)

Achieving Success with More Students: Addressing the Problem of Students At Risk, K-12.

Pennsylvania State Dept. of Education, Harrisbur Spons Agency—Office of Educational Researce and Improvement (ED), Washington, DC.

Pub Date—Mar 87

Note—14th, Section has feed to the Pub Date.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 87
Note—145p.; Section heading pages are printed on light blue paper.
Pub Type—Guides - General (050)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Delinquency, Drinking, Dropouts, Drug Abuse, "Blementary Secondary Education, "High Risk Students, Pregnancy, Problem Solving, "School Role, "Student Problems, Suicide This resource book was developed to provide information that state and local leaders can use to stimulate discussion of the problem of students at risk and support the planning of initiatives that address the problem. An overview defines students at risk, summarizes the content of the book, and lists recent reports and publications on the problem of students at risk. Section I presents eight sets of data, summarizing national and state data on the changing nature of students attending the public schools, students who do not become engaged in school activities, drug and alcohol use, delinquency, teenage pregnancy, school dropouts, teenage suicide, and student achievement. The second section reviews four lines of research that suggest that schools can be more successful with more students. The third section provides a noverview of the kinds of data that school staff can use to identify students in need of improvement. The fourth section provides a framework for comparing approaches that schools are trying in order to become more successful with students at risk. The final section provides a framework for comparing approaches that school staff can use to identify students in need of improvement. The fourth section provides a framework for comparing approaches that schools are trying in order to become more successful with students at risk. The final section recommends that the problem of students at risk be considered in the context of Pennsylvania's Long-Range Planning process. It provides an overview of the "Program Development Evaluation Method" and discusses obstacles frequently raised by school staff. F

ED 291 034

Medicare and Medicaid: Stronger Enforcement of Nursing Home Requirements Needed. Report to the Ranking Minority Member, Special Committee on Aging, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-87-113

Pub Date—22 Jul 87

Note—769.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, \$2.00 each).

Pub Type—Reports - Research (143)

EDRS Price - MFDI/PCN4 Plus Postage.

Descriptors—*Compliance (Legal), "Federal Legislation, "Law Enforcement, "Nursing Homes, "State Standards

Identifiers—Medicaid, Medicare
At the request of Senator John Heinz, the General Accounting Office (GAO) conducted a study on the quality of care provided to nursing home residents to determine the extent of repeated noncompliance with federal requirements that could affect resident health and safety and to evaluate the adequacy of federal and state enforcement actions to correct the deficiencies. The study was conducted in Arkansas, California, Connecticut, Kansas, and Wisconsin. The GAO identified nursing home requirements that most directly affected resident care, health, or aafety; analyzed nursing homes' compliance with those requirements during the four most recent inspections; developed detailed case studies on 26 judgmentally selected nursing homes to evaluate the adequacy of enforcement actions; reviewed federal and state laws relating to nursing home care; evaluated potential alternative sanctions; and interviewed federal, state, and private sector officials. The results revealed that repeated noncompliance was widespread, that nursing homes with serious deficiencies avoided penalties, and that alternative penalties were needed. Based on these findings, the GAO recommended passage of federal legislation to establish a wide range of alternative sanctions for noncompliance with nursing home requirements. (NB)

ED 291 035

CG 020 567

Oversight Hearing on Jobs and Education for the Homeless. Joint Hearing before the Committee on Education and Labor and the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (Los Angeles, California, March 20, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—SCOA-Pub-100-521

Pub Date—20 Mar 87

Note—223p., Serial No. 100-15. Some pages contain small, light type.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF01/PC09 Plus Postage.

Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Achievement, Government Role, Hearings, *Homeless People, *Individual Needs, *Mental Health, *Unemployment Identifiers—Congress 100th
This document provides witnesses' testimonies and prepared statements from the Congressional hearing held in Los Angeles, California to examine the problems of the homeless and to suggest ways to alleviate some of the problems of the homeless (Pening statements are included by Representatives Augustus Hawkins, Edward Roybal, and Matchew Martinez. Witnesses providing testimony include: (1) Ernani Bernardi and Richard Alatorre, Los Angeles City Councilmen; (2) Gabriel Cortina, assistant superintendent for adult and occupational education, Los Angeles Unified School District; (3) Edward Eisenstadt, director, alcohol and residential services, Volunteers of America; (4) Rodger Farr, Los Angeles County Department of Mental Health; (5) John Haley, director, Mary Lind Foundation; (5) Martha Brown Hicks, president, Skid Row Development Corp.; (6) Maxene Johnston and Janet Larkly, Weingart Center Association; (8) Nancy Mintie, Inner City Law Center; (8) Bruce Monroe, Crime Prevention through Substance Abuse Treatment; (9) Buddy Nadler, Economic Development Committee; (10) Robert Nelson, Los Angeles Business Labor Council; (11) Steven Porter, Los Angeles City Community Development Department; (12) Bette Ripp, People in Progress, Inc.; (14) Thomas Settle, Wings Over Jordan, Inc. and Caring Hands Programs; (15) David Silva, Secretary Treasurer of Los Angeles Union of the Homeless; and (16) three homeless persons, Nick Britch, George Mount, and David Quall. Prepared statements, letters, and supplemental materials are included. (NB)

CG 020 568

Five Year Report: Office on Family Violence and Sexual Assault. Rose Enterprises, Wright, WY. Spons Agency—Wyoming State Dept. of Health and Social Services, Cheyenne. Div. of Commu-nity Programs.

and Social Services, Cheyenne. Div nity Programs. Pub Date—Nov 86 Note—36p. Pub Type— Reports - General (140) EDRS Price - MF01/PC02 Plus Posts

escriptors—"Battered Women, Family Problems, "Family Violence, "Prevention, "Rape, Research Needs, "Sexual Abuse, Social Support Groups, State Legislation, "State Programs, Victims of

Crime

State Legisation, "Gate Programs, Crime
Crime
Identifiers—"Wyoming
This report describes family violence and sexual
assault and the specific nature and extent of the
problem in Wyoming as illustrated by data obtained
from statewide surveys and studies. Past efforts to
address the problem are presented in an historical
overview. Program operations are described, including the areas of safe houses, support groups, volunteers, training, conferences, research, education,
and funding. Future plans for expanded education
efforts, informational handbooks, mandatory arrest
legislation, research and goals to prevent family violence and support victims in Wyoming are discused. Family violence and sexual assault programs
in Wyoming are listed. Excerpts from published articles describing incidents of family violence and
assault are included. (ABL)

CG 020 569 ED 291 037

Controll, Leslie A., Comp.
Alcohol and Family Violence.
Spons Agency—Wyoming State Dept. of Health
and Social Services, Cheyenne. Div. of Community Programs. Pub Date—Aug 86

Pub Date—Aug 86
Note—43p.
Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF0L/PCQ Plus Postage.
Descriptors—Alcohol Abuse, "Alcoholism, "Battered Women, Drug Abuse, "Family Violence, "Intervention, Theories, "Victims of Crime This document reports on the relationship between alcohol abuse and battering. Several theories, e.g., the disinhibition, disavowal, and learned behavior theories concerning the relationship between alcohol abuse and family violence are discussed. Literature on the relationship between alcohol and family violence is reviewed. Five intervention and treatment strategies are suggested and described. family violence is reviewed. Five intervention and treatment strategies are suggested and described. The relationship between alcohol abuse and victims of battering is discussed. The problem is described and literature reviewed. Seven recommendations for intervention and treatment are made, beginning with a better protocol for identifying affected victims of violence. A bibliography lists books on family violence, alcohol and family violence, and alcoholism, and this is followed by a list of 47 articles on similar topics. An analysis of local statistics on alcohol abuse and other drug abuse among victims and their abusers is included. Copies of two brochures on alcohol and drug abuse and battered women are included. (ABL)

ED 291 038 CG 020 570

Gudim, Laurie, Comp. And Others
"Battered Women" and Previous Victimization: Is
the Question Relevant?

Spons Agency—Wyoming State Dept. of Health and Social Services, Cheyenne. Div. of Commu-nity Programs. Pub Date—Jun 86

Pub Date-Note-45p.

Pub Date—Jun 86
Note—45p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Background, Battered Women, Experience, "Family Violence, Marital Instability, "Theories, "Victims of Crime
This report discusses battered women and the role of their previous victimization. After a literature review on family violence in general, these topics are discussed: (1) family violence and the patriarchy; (2) the historical background of family violence; (3) intergenerational cycle of violence; and (4) psychological literature's four ways (traditional sex-role socialization approach, provocative wife argument, learned helplessness analysis, and personal resources theory) of focusing on the battered woman to discover her role (perceived as complicity) in battering. Literature specifically addressing previous victimization of battered women is reviewed. Growth strategies for survivors and helpers are presented, beginning with the statement that there is no evidence of a unilateral cause—effect relationship between previous victimization and loving a man who batters women. Guidelines on choosing a therapist are described. A seven-page bibliography is included. (ABL) a therapist are described included. (ABL)

ED 291 039 CG 020 571 Grina, Michaele Erin

A Descriptive Study of Community College Students Coping with Examination Stress.

Pub Date—30 Apr 87

Note—16p, Excerpt from Ph.D. Dissertation, Oregon State University.

Pub Type— Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Cognitive Style, "Community Colleges, "Coping, Counseling Services, "Stress Variables, "Test Auxiety, Two Year Colleges, "Two Year College Students
In previous research students' reactions to examinations from a cognitive-process perspective have

Year College Students
In previous research students' reactions to examinations from a cognitive-process perspective have been based on a singular study of university college students. The purpose of this study was to describe and predict students' reactions to a community college mid-term examination, based on a cognitive-ly-oriented, process-centered theory of stress and coping. Students' reactions were expected to produce shifting patterns of their thinking, feeling, and coping through three stages of the examination: anticipation stage before the examination (Time I); the day of the examination (Time II); and the outcome stage when grades were announced (Time III). Subjects consisted of freshman and sophomore community college student volunteers (N = 117) enrolled in a mathematics course. Personality trists, emotions, and coping were assessed. Findings of the study in regard to stress and coping being defined as a process were inconclusive. In contrast to an earlier study, stress emotions were not shown to be a process. The results for considering coping as a process were inconclusive, although significant changes in coping were observed. Individual differences in emotional reactions recorded at each stage of the examination were due in large part to cognitive apraisal and coping. (Implications of the research for enamination were due in large part to cognitive ap-praisal and coping. (Implications of the research for counseling programs promoting academic achieve-ment, study skills classes, and counseling test-anx-ious students are presented.) (ABL)

ED 291 040 CG 020 572

ED 291 040 CG 020 572
Borkman, Thomasina
The Alcohol Services Reporting System (ASRS)
Revision Study.
Spons Agency—California State Dept. of Alcohol
and Drug Programs, Sacramento.
Pub Date—15 Aug 86
Contract—A-0097-4
Note—91p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—*Alcoholism, *Community Services,
County Programs, Program Administration,
*Program Proposals
Program Proposals

Program Proposals
Identifiers—California
This document reports a revision study of the California Alcohol Services Reporting System (ASRS), a system which consists of a structure of definitions ifornia Alcohol Services Reporting System (ASRS), a system which consists of a structure of definitions and categories of services, a budget form of planned alcohol services, instructions for the county plan, and the report of expenditures. The study problem is that the ASRS structure of definitions, categories and forms may be too restrictive and inadequate to accurately reflect the current diversity of publicly funded alcohol programs and services in California. The study methodology consisted of a literature review and site visits to and interviews with purposive samples of county alcohol programs and local service providers. Selective characteristics of the county alcohol programs and of the local service providers that were visited are described. The diversity of models of service in publicly funded programs is discussed. Six issues regarding the County Alcohol Program Administrators' use and evaluation of components of the ASRS are discussed. These include overall use; problems with direct and indirect categories of service, with "participant" and "visit" types of service recipients, and with budget forms and cost guidelines; services that do not fit the ASRS subcategories; and special accomplishments that are inadequately noted. The kinds of inadequacies in the data from the ASRS and selected emerging issues that might impact revision of the ASRS are discussed. Six major recommendations are presented with their rationales. The appendices include study plan and methods, a glossary, apper on alcohol services models, and a discussion of the community-social model philosophy. (ABL)

ED 291 041 CG 020 573 ED 291 1992 Lowe, Lois L. Comp. Alcohol and Drug Research in California 1987, Alcohol and Drug Research in California 1987, Canana Assency—California State Dept. of Alcohol and Drug Programs, Sacramento.
Report No. —ADD-87-2
Pub Date—Mar 87
Note—149p.
Pub Type—Reference Materials - Directories/Catalogs (132)

alogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Alcohol Education, "Alcoholism, Drinking, "Drug Abuse, "Drug Education, "Health Programs, Prevention, "Research Projects Identifiers—California

Programs, Prevention, "Research Projects Identifiers—California
Abstracts of 130 research projects in alcohol and drug programs in California are presented in this document. The projects described in this directory show the extent and diversity of current alcohol and drug research within the state. Each abstract lists the principal investigators operation, and address; co-principal investigators (for any); research project name; project dates; financial supporters; and a description of the project. The abstracts show that the funds supporting the research come from a wide range of federal, state, charitable, and private organizations. The directory is arranged alphabetically by principal investigators within separate sections on alcohol, alcohol and drug, and drug research. Also included are indices by subject and author. Although basic research projects on Acquired Immune Deficiency Syndrome are not included in the directory, sources for this information are provided. (ABL)

ED 291 042 CG 020 574

Zeman, Peter
The "New Self-Help Movement" and Self-Help
among the Elderly in the Federal Republic of

German Center of Gerontology, Berlin (West Ger-

many). Pub Date—Nov 87

German Center or Gerontology, Berlin (west Germany).

Pub Date—Nov 87

Note—169.

Pub Type—Reports - General (140)

EDRS Price - MF91/PC91 Plus Possage.

Descriptors—"Aging (Individuals), Foreign Countries, "Older Adults, Self Directed Groups, "Self Help Programs, Social Change, "Social Integration, Social Services Identifiers—"West Germany

In the 1960's attempts were made by protest and emancipation movements to deal with the power structure of the political and administrative system. In the 1970's a change typical of the new self-help movement, turning inward from objective to subjective problem situations occurred. This new self-help movement sought programmatically to bring, together self-change and social change. At the beginning of the 1980's the self-help situation in the Pederal Republic of Germany was marked by an abundance of small, isosely linked groups. The self-help movement seems to offer an attractive solution to the crisis of the welfare state although the current movement is only tangentially involved in providing material security. For many people old age brings with it a loss of social integration. Some of the elderly take advantage of opportunities for social integration provided by the state. In the Federal Republic of Germany these aspects of self-help organizations among the elderly have attracted increased interest: social activities; the development of routines and rituals that provide both security and tradition; voluntary contributions to others out of a sense of responsibility; and political participation in lobbying and protest. Elderly self-help in practice shows many ways of dealing with aging in a meaningful way. (ABL)

ED 291 043

Dick, Margret
Old Age Policy in the Federal Republic of Germany-Discussed against the Background of the Social Security System Shaped by Traditions of Self-Help as Well as the Poor Laws in Germany.
German Center of Gerontology, Berlin (West Germany)

many). Pub Date—Nov 87

Pub Date—Nov 87
Note—199.
Pub Type—Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Aging (Individuals),
Countries, "Older Adults, Policy Formation,
Public Policy, "Retriement Benefits, "Social
Change, Social Responsibility, Social Systems,
"Welfare Services
Identifiers—"West Germany
In the Federal Republic of Germany, a welfare
state, the elderly profit from social security mea-

sures to a lesser extent than does the rest of the population. As of yet, the older population has had very little importance in the political arena. Many-policy outcomes directly affecting the living conditions of the older population are uncontrolled side-effects of policies with quite other aims and orientations. Social security in Germany remains selective, targeted towards groups in society deemed to be in need of security provisions. It stems from an ideology of self-help, self-responsibility organized on the basis of self-organization and self-government. Health insurance and old age pensions insurance are constructed according to the interests of the working population, not the elderly. Old age policy can be taken to cover political action directed at the social production of new generations of elderly; pensioning age today lies between the ages of 57 and 58. The elderly today are no longer a negligible entity in society. New policy designs that counteract the negative side effects of aging include a positive image of old age, participation by the elderly in political activities, self-help and other activities which demonstrate the elderly's importance, and the elderly as a reservoir of voluntary work. With a willingness to see the brighter aspects of aging, a compensatory old age policy is beginning. (ABL)

of aging, a compensatory old age policy is beginning, (ABL)

ED 291 044

Lochman, John E. And Others

Teacher Camsultation and Cognitive-Behavioral

Interventions with Aggressive Beys.

Pub Date—Aug 87

Note—14p.: Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For a related paper, see CG 030 577.

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Aggression, "Anger, "Behavior Modification, "Behavior Problems, "Cognitive Restructuring, Consultation Programs, Coping, Elementary Education, Group Therapy, Interpersonal Competence, Intervention, "Males, Outcomes of Treatment, Preadolescents, Problem Solving, Stadent Behavior, Stadent Improvement, Teacher Student Relationship

To reduce aggressive children's behavior problems and to reduce their high risk status for later major difficulties, an Anger Coping intervention based on cognitive behavioral techniques was developed (Lochman, Nelson, and Sims, 1981). Despite promising outcomes, testing showed not all children improved with this program. This study compared the effects of two versions of the Anger Coping conditions used cognitive-behavioral and social problem-solving training, and one of the conditions included an adjunctive teacher consultation component designed to enhance teachers facilitation of their students' problem solving skills. Elieven boys received Anger Coping, 13 received Anger Coping in the condition that used only Anger Coping for their aggressiveness. The teacher consultation, component did not augment treatment effects, and treatment effects were actually signify stronger in the condition that used only Anger Coping groups with the boys. (Author/ABL)

ED 291 045

Lochman, John E. And Others

Salience Effects in the Social Problem-Solving of Aggressive and Nonaggressive Boys.

Pub Date—Aug 87

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For a related paper, see CO 020 576.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRIS Price - MP01/PO31 Plus Postage.

Descriptors—*Aggression, Behavior Patterns, *Behavior Problems, Cognitive Style, Comparative Analysis, Intermediate Grades, *Males, Preadolescents, *Problem Solving, Social Cognition, *Social Problems Identifiers—Problem Solving Measure for Conflict Stalies and the Sta rs—Problem Solving Measure for Conflict, nce, Salience Effects

While evidence is mixed about whether aggressive children generate fewer alternative solutions to social problems than do nonaggressive children, research has found consistent deficiencies in the qualitative kinds of solutions that aggressive children produce. This study assessed salience effects on the abilities of aggressive and nonaggressive boys from the fourth, fifth, and sixth grades to generate alternative solutions to social problems. Twenty-one aggressive and 15 nonaggressive boys were randomly assigned to two conditions, the Open-Middle or the Multiple-Choice conditions, the Open-Middle or the Multiple-Choice condition, The dependent measure was the Problem Solving Measure for Conflict (Lochman & Lampron, 1986), which consisted of six means-ends stories in the Open-Middle condition, subjects responded to the means-ends stories in the usual spontaneous manner, and produced patterns of solutions similar to prior results with aggressive and nonaggressive boys. When the Multiple-Choice condition was compared to the Open-Middle condition, aggressive subjects produced a significantly different pattern of response choices, with more verbal assertion and help-seeking solutions and fewer direct action choices. However, while the aggressive and nonaggressive boys no longer differed in rates of direct action solutions in the multiple-choice condition, Aggressive and nonaggressive boys response choice patterns appear to be highly affected by the social cognitive process of salience. (Author/ABL)

CG 020 578

ED 291 046
Lanuita, Adele
A Life-Phase Approach to Adult Career Counsel-

Pub Date-May 87

iote—43p.; Paper presented at the Annual Confer-ence of the Canadian Guidance and Counselling Association (Toronto, Ontario, Canada, May 19-22, 1987).

Pub Type—Reports - General (140) — Speeches/-Meeting Papers (150) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adjustment (to Environment),
"Adult Counseling, "Adult Development, Adults,
"Career Change, Career Choice, "Career Counseling, Counseling Objectives, "Counseing Techniques, Counselor Role, Developmental Stages, Foreign Countries, Intervention, Lifelong Learning, "Midlife Transitions
Identifiers—Canada, Life Span Development, "Life Transitions

ing, "Middlife Transitions Identifiers—Canada, Life Span Development, "Life Transitions A life-phase approach to adult career counseling is described in light of the current uncertain economic environment in which assistance in dealing with career-related issues is often sought through counseling intervention. The purpose of this paper is to state support for recent shifts in the goals and techniques of career counseling with adults from a developmental perspective. Discussion of the topic is divided into three areas of concentration. First, an overview of models of life span development is presented. Second, consideration is given to the reality of the changing environment as it affects relationships between individuals' development and the occupational world. Finally, the role of the career counselor is briefly described in the context of adult development. Implications for current trends in career counseling are discussed. The position adopted throughout this paper is one of commitment to the developmental life stage approach to counseling focused on people who can be identified as adults in transition and to the value of the role of process, versus task, in career counseling. (ABL)

CG 020 579

ED 291 047

Thomas, Elsyn

Stress and Scheoling: A Search for Stress Profiles of Adolescent Students.

Pub Date—Aug 87

Note—41p.; Paper presented at the International Council of Psychologists Annual Convention (45th, New York, NY, August 22-26, 1987).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Adolescents, Foreign Countries, Higher Education, "Stress Management, "Stress Variables, Two Year Colleges, Two Year Colleges, Students, "Young Adults Identifiers—England, "Singapore, Type A Behavior This study examined how a sample of pre-university Singaporean adolescents (N=212) with an av-

erage age of 17 years 5 months attending a variety of junior colleges perceived and managed different sources of stress. Measures of stress included Behavior Profile, Life Events, School Stress Factors, Home-School Stress Conditions and Stress Symptoms. The results showed that several features of Type A behavior emerged, and that school examinations, job aspirations, school work, and homework were the principal stressors. Fear of the unexpected, exhaustion and lack of concentration were the most quoted stress symptoms. Science students appeared to be more stressed than arts students. Listening to music, reading, and exercise were among the main to be more stressed than are students. Latering to music, reading, and exercise were among the main stress management strategies employed by these ad-olescents at home. In school, stress was managed by self-control, self-sufficiency, and sharing problems with peers. (Author/ABL)

CG 020 580 ED 291 048

ELI 291 048 CG 020 580 Hutchinson, Roger L. Reagan, Cheryl A. Problems for Which Seniors Would Seek Help from Guidance Counselors. Pub Date—18 Dec 87 Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (38th, Chicago, IL, May 8-10, 1986). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

(100)
Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Services, Counselor Characteristics, *Counselor Role, *Educational Counseling, High Schools, *High School School Guidance, *Student

Attitudes Identifiers—"Help Seeking Administrators, faculty, students, and counselor's themselves are often unsure of the counselor's functions. This study sought to determine the problems for which selected high school seniors would seek help from their guidance counselors. Subjects were high school seniors (N=1,734) from 10 Indiana help from their guidance counselors. Subjects were high school seniors (N=1,734) from 10 Indiana high schools. A 24-item Likert-type questionnaire was administered which listed activities for which a counselor might be responsible. Results showed that students felt more comfortable talking to their counselors about school-related administrative concerns than about personal problems. The three most highly ranked items were college information, graduation requirements, and registering for classes. The three lowest ranked items were a question about sex, relieving tension, and conflicts with parents. Reasons students do not turn to counselors for help with personal problems include counselors for help with personal problems include counselors for help with about their roles and their burdensome load of administrative duties which may cause students not to see counselors as safe or confidential sources of help. (The survey instrument and results are appended.) (ABL)

ED 291 049 CG 020 581 assessment of Adolescent Career Interests and Values. Krieshok, Thomas S.

Values.

Pub Date—Aug 87

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

vention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Career Development, *Career Planning, Change Strategies, *Counseing Theories, *School Guidance, Secondary Education, Student Evaluation, *Vocational Evaluation, Vocational Evaluation, Vocational Evaluation, Vocational Evaluation, Vocational Maturity Identifiers—Super (Donald E)

A broader perspective of vocational assessment based largely on Super's formulations of the career development process, calling for greater attention to role salience and career maturity is described. The most promising development in career planning in recent years, the application of information processing theory to career decision making, is discussed. The following changes in emphasis are predicted about what should be included in vocational assessment: (1) process variables and assessment tools placing a greater emphasis on articulating one's personal constructs will be used; and (3) counselors will move away from interest assessments to more dealed and ideographic examinations of skills used in ove away from interest assessments to more de-iled and ideographic examinations of skills used in rforming specific functions and values which delineate the work environment. (ABL)

CG 020 582 ED 291 050

ED 291 050

CG 020 582

Eshleman, J. Ross

Teenagers Who Have Terminated Pregnancies:
The Young Young and the Old Young.

Pub Date—16 Nov 87

Note—24p; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Pus Postage.

Descriptors—*Abortions, *Adolescents, *Age Differences, Contraception, *Early Parenthood, Parents, *Pregnancy, Public Policy, Social Environment, *Youth Problems

Fregnancies, abortions, and births to unmarried women occur frequently in the United States; these are of particular concern when they occur to teenagers. This study examined the effects of age on the decision to have an abortion for teenagers (m = 256) at a clinic serving a predominantly white clientel from several mid-size cities and the surrounding round who were age 16 or younger (N = 66) and the old young who were age 16 or younger (N = 66) and the old young who were age 16 or younger (N = 66) and the old young who were age 17 to 19 (N = 190). Results confirmed six hypotheses which assert that the younger the teenager: (1) the more likely it will be that age is the dominant reason for terminating the pregnancy; (2) the more likely it is to be her first pregnancy; (2) the more likely it is to be her first pregnancy; (2) the more likely it is to be a student but with fewer years of schooling and less likely to be employed or economically self-sufficient; (5) the more likely he is to to be a student but with fewer years of schooling and less likely to be employed or reconomically self-sufficient; (5) the more likely he is to to the clinic; and (6) the less likely she is to ever have used any method of birth control. (Author/ABL)

CG 020 583 Mullis, Ronald L. McKinley, Kathleen Relations between Adolescent Gender Role Orien-tation, Self-Esteem and Social Conformity. Pub Date—Nov 87

Pub Date—Nov 87
Note—22p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlants, GA, November 14-19, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Adolescents, Age Differences, Androgyny, *Conformity, *Females, High School Students, Junior High School Students, *Locus of Control, Secondary Education, Self Concept, *Self Esteem, *Sex Role, Sex Stereotypes, Sexual Identity

Identity
Although previous research has established a relationship between gender role orientation and
self-esteem, and gender role orientation and social
conformity, few studies have established a clear reself-esteem, and gender role orientation and social conformity, few studies have established a clear relationship among all three constructs, especially for different age groups. The purpose of this study was to examine the relationships between adolescent gender role orientation, self-esteem, and locus of control utilizing two different age groups of adolescents. The sample was composed of junior high school and senior high school students from a rural midwestern state. Participants included 7th and 8th grade female students (N = 87) and 11th and 12th grade female students (N = 87) and 11th and 12th grade female students (N = 87) and 11th and 12th grade female students (N = 87) and solven the self-esteem group (7th and 8th graders) and an older adolescent group (11th and 12th graders). Subjects completed the 8em Sex Role Inventory, the Texas Social Behavior Inventory, and the Nowicki-Strickland Locus of Control Scale for Children. Results indicated that adolescent fernales classified as a fernal internal locus of control than adolescents classified as feminine or undifferentiated. Further, junior high adolescents had more of an external locus of control. No other significant differences were found. (Author/ABL)

ED 291 052 CG 020 584 Ed. 191 US2 See Kerber, Kenneth W. Compbell, James P. Expectations, Commitment, and Withdrawal Cognitions among New Employees.

Pub Date—Aug 86

Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 020 585. Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employee Attitudes, Employees, Employee Replationship, Expectation, *Job Satiafaction, *Labor Turnover, Longitudinal Studies, Models, *Morale, Organizational Climate, Organizational Development, *Organizational Theories, *Quality of Working Life, Work Attitudes, Work Environment Identifiers—Commitment

Attitudes, Work Environment
Identifiers—Commitment
Recent research on organizational turnover has concentrated on testing models of the turnover decision process, in particular, Mobley's (1977) model of employee turnover. The present research was based on Mobley's theoretical work and the subsequent empirical tests of his model. Employees (N=266) at a large computer company completed a questionnaire during their first year of employment that assessed 10 variables related to Mobley's model. Results of a path analysis were consistent with a causal model in which perceptions of work events influence job attitudes which then influence withdrawal cognitions. Specifically, higher job complexity increased job satisfaction, while undermet job expectations reduced satisfaction. Met job expectations and higher job satisfaction resulted in stronger commitment to the organization. Stronger commitment reduced thoughts of quitting. Fewer thoughts of quitting decreased the intention to quit. This study is part of a longitudinal study in which the same employees will respond to a similar questionnaire one year after initial administration. Ultimately, the study is concerned about changes that occur among employees who stay with the company and about the variables that predict voluntary organizational turnover. (Author/ABL)

ED 291 053

Kerber, Kenneth W. Campbell, James P.

Job Satisfaction, Commitment, Withdrawal Cognitions and Turnover: A Longitudinal Study.

Pub Date—Aug 87

Note—349; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 584.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptora—Employee Attitudes, Employees, Followup Studies, *Job Satisfaction, *Labor Turnover, Longitudinal Studies, *Models, Morale, *Organizational Theories, Validity, Work Attitudes

Identifiers—Commitment
Recent research on organizational turnover has examined the validity of the turnover decision process, in particular, the model of employee turnover proposed by Mobbey (1977). This study followed-up on a previous (Kerber and Campbell, 1986) study of new employees of a large computer company in which participants completed a questionnaire that assessed 10 variables believed to be involved in the turnover process. One year later, for the follow-up study, a second questionnaire similar to the first was administered to those in the sample who were still employed by the company. This study tested the validity of the path model developed in the previous study in two ways: (1) by determining if relationships predicted by the model were statistically significant in the data from the second questionnaire; and (2) by determining if explanatory variables assessed with the first questionnaire predicted criterion variables assessed with the second questionnaire one year later. Employees (N = 137) completed the questionnaire during their first (Time 1) and second (Time 2) years of employment. Separate analyses at Times 1 and 2 support a causal model of the turnover decision process in which perceptions of the job affect job attitudes which, in turn, influence withdrawal cognitions, and voluntary turnover. A time-lagged analysis in which voluntary turnover, withdrawal cognitions, and voluntary turnover, withdrawal cognitions, and voluntary turnover, withdrawal cognitions, and voluntary turnover as the process of explained variance was small. Major organizational changes occurring between the two assessments probably weakened predicted relationships. (Author/ABL)

CS

ED 291 054 CS 009 001

ED 291 054

Presseisen, Barbara Z.

Teaching Thinking and At-Risk Students: Understanding the Problem.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87

Note—77p.; Paper presented at the Cross-Laboratory National Conference (Philadelphia, PA, November 18-19, 1987)

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF91/PC04 Plus Pestage.
Descriptors—Academic Ability, Academic Pailure, "Cognitive Ability, Cognitive Processes, "Critical Thinking, "Disadvantaged Youth, Dyalexia, Educational Research, "High Risk Students, Learning Disabilities, Metacognition, Methods Research, Minority Groups, Models, Potential Dropouts, Secondary Education, Teacher Student Relationship, Urban Youth Identifiers—Interactive Teaching, Mediation, Reciprocal Teaching, Teaching Research, A study examined the cognition Research, A study examined the cognition of the process.

ship, Teaching Methods, Theory Practice Relationship, Urban Youth Identifiers—Interactive Teaching, Mediation, Reciprocal Teaching, Teaching Research
A study examined the cognitive development of at-risk students (those who have experienced difficulty or failure in their careers as learners), focusing on such groups as potential drop-outs, minority children, and disabled students (dsylexic or non-English speaking), as well as teaching thinking to this same student population. Although research results on programmatic effects for at-risk students are somewhat controversial and frequently mixed, some guidelines for successful instruction are formulated, emphasizing interactive discussion during instruction. Teaching thinking involves not only learning cognitive skills such as analysis, classification, and evaluation, but also becoming conscious of the strategies that are appropriate to a particular task. The movement to teach thinking also focuses on the role of the teacher as a mediator of learning. Finally, the development of instructional materials and programs to teach thinking is being encouraged. Implications for the future include the need for teachers concerned with cognitive development, the need for long-term change as opposed to quick fix activities, the need for a better integrated curriculum, and the need to examine current policies and practices. (A total of 184 references are appended.) (MM)

ED 291 055
CS 009 003
Chapter 1 Reading Skills Center Program 1985-86.
OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Oct 87

New York City Board or Education, Brooklyn. Orfice of Educational Assessment.

Pub Date—Oct 87

Note—31p; For related document, see CS 009 004.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF61/PO20 Plus Postage.

Descriptors—Elementary Education, *Program Evaluation, *Reading Centers, *Reading Programs, Reading Research, Writing Skills

Identifiers—Evaluation Reports, New York City

Board of Education

The 1985-86 Chapter 1 Reading Skills Center

Program which provides supplementary individualized instruction in reading and writing to eligible students in grades four through eight attending nonpublic schools in New York City is the subject of this evaluation report. The Chapter 1 Reading Skills

Center Program aims to enable students to achieve reading scores of at least grade level. Following a summary that presents the program purpose and objective, eligibility requirements and student population served, the introductory section discusses program evaluation, as well as the scope of that evaluation. The next section deals with program organization and funding, curriculum, and staff development. Student data, such as attendance and achievement results, are presented in the subsequent section, while the final section deals with conclusions and recommendations for the program in the future. An appendix briefly describes reimbursable 1985-86 programs. Six tables of data are also included. (MM)

ED 291 056

CS 009 004 ED 291 056 CS 009 00
Chapter 1 Corrective Reading Program 1985-1986.
OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment. Pub Date—Oct 87

fice of Educational Assessment.

Pub Date—Oct 87

Note—31p., For related document, see CS 009 003.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Area Reading, Decoding (Reading), Educational Improvement, Elementary Secondary Education, Functional Literacy,

**Language Skills, Literature, Reading Research,

**Remedial Reading, Urban Education Identifiers—California Achievement Tests

The 1985-86 Chapter I Corrective Reading Program, which provides supplemental individualized instruction in reading and writing skills for eligible monpublic school students in grades I through 12 in New York City, is the subject of this evaluation report. The background of the program, evaluative criteria, findings and recommendations are presented in an introductory summary. Section one presents the program's purpose and features, criteria for student eligibility, a profile of students served and program objectives and evaluation as well as the scope of the report. Program organization and funding, curriculum and staff development are outlined in section two. In section three attendance is discussed, and methodology and results in reading and writing achievement are tabulated. Section four presents conclusions and recommendations. An appendix briefly describes reimbursable 1935-1936 programs. (Six tables of data are also included.) (NH)

ED 291 057 CS 009 013

ED 291 057

Bear, Donald R. And Others

Project TACL: A Team Approach to Community
Literacy, Literacy Needs Assessment.

Newads Univ., Reno. Coll. of Education.

Pub Date—Jun 87

Note—88p; Funding for this project was furnished
by the Nevada Literacy Coalition.

Pub Type—Reports - Descriptive (141)

EDRS Price - MPU/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Demography, Employment
Patterns, *Literacy Education, Population Education, Program Development, Public Education,
Social Science Research
Identifiers—*Adult Literacy Education Program,
University of Nevada Reno
Noting that adult illiteracy is a problem in Nevada, this report assesses adult literacy programs and needs for the State of Nevada by examining the
issues and surveying state funded and volunteer literacy programs as well as all public school districts.

An executive summary presents (1) the extent of the
liliteracy problem; (2) ramifications of the problem as it affects employers and employees; (3) the effectiveness of existing volunteer programs and educational programs; and (4) long- and short-range goals
for Nevada's literacy program. The first section
gives a perspective on the difficulty Nevada should
expect in estimating and serving adult illiterates.
The second section provides illiteracy estimates for
Nevada county by county. The third and fourth
sections address the charge to study existing programs with a mational perspective provided, followed by the survey results. The fourth section
summarizes what is known about the relationship
between economic and employer needs and literacy.
The report closes with a series of specific recommendations, some related to action and some to
broad concepts. Three pages of references and five
appendixes, which include population parameters,
sample survey questionnaires, and recommendations, are attached. (NH) appendixes, which incrude sample survey questionna tions, are attached. (NH)

ED 291 058 CS 009 014 Nachman, Leah B.

Improving Reading Comprehension of Intermediate Grade Children.

Pub Date—87

Note—67p.; Ed.D. Practicum, Nova University Pub Type— Guides - Non-Classroom (055) — ports - Research (143) — Tests/Questionna (160)

(160)
EDRS Price - MF01/PC03 Plus Postags.
Descriptors—Grade 4, Grade 5, Instructional Effectiveness, Intermediate Grades, *Low Achievement, Reading Attitudes, *Reading Comprehension, *Reading Difficulties, Reading Research, Reading Strategies, *Remedial Reading, Self Concept, Self Concept Measures Identifiers—Nova University FL.
This practicum was designed to improve reading

comprehension of intermediate grade children attending compensatory education classes in a Florida elementary achool. It involved 11 students in grades 2 through 5 who were low achievers in reading and/or math. It was designed to improve reading comprehension by providing training using six specific strategies and techniques: (1) reducing student anxiety, (2) finding causal relationships, (3) cuting students with specific directions, (4) rereading material, (5) summarizing material, and (6) using advance organizers. Specific goals were to improve students 'knowledge of reading strategies, their attitudes toward reading, their self-perceived ability in reading, and their grades in reading comprehension. To determine the success of the program, evaluative instruments were administered at the beginning and end of the study measuring knowledge of strategies, use of strategies, comprehension, attitude and self-perception. Analysis of the data revealed that students improved their reading comprehension and their attitude toward reading. Gains were made by students for each objective that was measured. Appendixes provide a teacher interview questionnaire, student attitude questionnaire, strategies test, sample test passage, and students' perception survey. (NH)

CS 009 017

Herrold, William G., Jr. And Others
Project A.R.I.S.E. Reading Attitude Pilot Study.

Project A.R.L.S.E. Reading Attitude Pilot Study.
Pub Date—Nov 87
Note—25p; Paper presented at the Annual Meeting of the Florida Education Research Association (Jacksonville, Fl. November 13, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescent Literature, Curriculum Development, Grade 6, Grade 7, Grade 8, *Instructional Effectiveness, Intermediate Grades, Junior High Schools, *Literature, *Literature Appreciation, Middle Schools, *Reading Aloud to Others, *Reading Attitudes, Reading Interests, Reading Programs, Reading Strategies Identifiers—Middle School Students, Project ARISE

ARISE

Identifiers—Middle School Students, Project ARISE
A pilot study examined the effect of a read-aloud literature program on the attitudes of middle school students toward reading. A randomly selected group of 70 teachers and 1,673 sixth-, seventh-, and eighth-grade students from four regions of the United States and one region in Europe participated. Testing the hypothesis that student attitudes toward reading would be positively affected if teachers were to share (model) their own love and enthusiasm for books, the teachers read adolescent literature classics to students for 15 minutes, 4 days a week, for 12 weeks. Analysis of pre- and post-tests, Form 1 and Form 2 of the "Reaction Toward Reading Attitude" scale, indicated little or no difference in student attitude was generated. Further analysis suggested that too little time had elapsed between pre and post assessments. This pilot study developed baseline data and a working research team for the continuation of a three year project funded by the International Reading Association designed to increase instructional effectiveness for students during the critical "last chance" (before dropping out of school) adolescent years. (Three tables of data are included, and 26 references and a sample reading reaction scale are attached.) (NH)

ED 291 060

Monmers, M. J. C.

The Relation between Decoding Skills, Reading Comprehension and Spelling Skills in the First Three Years of Primary School.

Spons Agency—Foundation for Educational Research, Utrecht (Netherlands).

Pub Date.—Dec 26

search, Utrecht (Netherlands).

Pub Date—Dec 86

Note—21p; Workshop presented at the Meeting of the European Council for Cultural Cooperation (Tilburg, the Netherlands, December 9-12, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—"Decoding (Reading), Foreign Countries, Grade 1, Grade 3, Longitudinal Studies, Models, Primary Education, "Reading Countries, Grade 1, Grade 2, Grade 3, Longitudinal Studies, Models, Primary Education, "Reading Research, Reading Skills, *Spelling Identifiers—Spelling Growth

Drawing on a previous project carried out in Sweden, the "Prevention of Reading Difficulties"

project was implemented in the Netherlands between 1978 and 1985. The project encompassed three stages: (1) a longitudinal investigation to establish the possibitity of predicting reading scheenent before formal reading instruction starts; (2) the development of instruments and procedures to acreen the pupils who need special attention; and (3) the selection of adequate educational procedures and programs to stimulate the development of these children. The longitudinal investigation into the development of reading comprehension and spelling skills was confined to the first three grades of primary school, with the two samples investigated consisting of pupils from the first grade of 12 randomly selected schools. At the start of the first grade there were 310 pupils; at the beginning of the fourth grade selected achools. At the start of the first grade there were 310 pupils; at the beginning of the fourth grade 225 pupils remained. Four questions were answered: (1) Is the distinction between general and specific reading prerequisites relevant to the prediction of reading and spelling achievement? (2) To what extent are aspects of reading achievement empirically distinguishable in the first grade? (3) How strong is the influence of decoding skills, reading comprehension, and spelling at various points of measurement in the first three grades? and (4) Are there influences of factors at one point of measurement on factors of a different kind at a later point of measurement? (Tables listing measuring instruments for first, second, and third grade are included, as are various models relating to decoding skills and reading comprehension.) (MM)

ED 291 061 CS 009 019 Crismore, Avon Vande Kopple, William J. The Effects of Hedges on Readers' Learning from Prose. Pub Date—[87]

Pub Date—[87]
Note—33p.
Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
Pub Type—Reports - Communication Research, Content
Area Reading, Elementary Secondary Education,
Grade 9, Readability, Reader Text Relationship,
"Reading Comprehension, Reading Research,
"Reading Writing Relationship, Retention (Psychology), "Writing (Composition), Writing Improvement." provement Identifiers—*Hedges (Reading), *Writing Strate-

gies
A study tested the effects of hedges (which signal
writers' tentative assessment of referential information) on readers' learning. Subjects, 145 minth-grade
students from three middle class junior high schools
in a midwestern city who were ranked on the lowa
Test of Basic Skills, participated in the experiment-74 were randomly assigned to an experimental group and 71 to a control group. The text
materials consisted of two passages of approximaterly 1,000 words written at a ninth-grade readability level taken from two textbooks, one from mately 1,000 words written at a ninth-grade read-ability level taken from two textbooks, one from science and one from history. The hedges appeared in either personal or impersonal voice; in either the first half, second half or both halves of the passages; and in either a low intensity condition or a high intensity condition. A measure of what subjects learned from reading the passages showed that they learned most when the hedges appeared in personal voice, in the second half of a passage, and in low intensity. Findings suggest that the implications of this work can be extended to practices in composi-tion classes-particularly practices of evaluating whether or not material should be hedged—in order to broaden students' critical-thinking abilities and their views of language. (Two tables of data are intheir views of language. (Two tables of data are in-cluded, and 66 references are attached.) (NH)

ED 291 062 CS 009 021

Marzano, Robert J.

A Study of Inference in Standardized Reading Test
Items and Its Relationship to Difficulty.

Mid-Continent Regional Educational Lab., Aurora, CO

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Apr 87 Contract—400-86-0002

Contract—400-86-0002
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Deep Structure, *inferences, *Language Processing, Learning Strategies, Linguistic Theory, Objective Tests, Reading Comprehension, *Reading Tests, *Standardized Tests, *Test Items

*Metropolitan Achievement Tests,

To study the relationship between inferences made on standardized reading tests and item difficulty. So litems on the reading comprehension section of the Metropolitan Achievement Test were analyzed independently in this study by two raters using four general categories of inferences: (1) reference inferences, (2) between proposition inferences, (3) source inferences and (4) metalinguistic inferences. The items were in standard reading comprehension test format (reading passages followed by multiple choice items based on the passage). An inference was operationally defined as the mental process of inducing or deducing, as cued by the test item, information not explicitly stated in the test. No significant relationship was found between inference types and item difficulty, however, a significant relationship was found between a general measure of raw amount of information processed and item difficulty. Although most reading skill hierarchies assume that inferential cognitive operations are inherently more difficult than non-inferential cognitive operations, or that the inferential cognitive operations have been internalized at the level of sutomaticity for school-aged test takers. (Twenty references are attached and two tables of data are included.) (NH)

CS 009 022 Maginnis, George H.
Captioned Video Cassettes: A Source of Reading Material.

Pub Date—May 87 Note—8p.; Paper no

Pub Date—May 87
Note—Sp.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
Pub Type—Guides - Clasaroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Captions, Films, Higher Education, 'Media Adaptation, Readsbilty,' Reading Centers, Reading Comprehension, 'Reading Improvement,' Reading Instruction, 'Reading Materials, Reading Strategies, Teaching Methods, Television, 'Videotape Cassettes, Videotape Recordings

Television, "Videotape Cassettes, Videotape Recordings Identifiers—Directed Reading Thinking Activities, Subtitles (Television)
Reflecting the popularity of television viewing, the use of captioned video cassettes bridges the gap between "televiewing" and reading, and can be used to improve the reading skills of college students, who see these materials as helpful in improving concentration, nental imagery, speed, and comprehension. Cassettes, either of captioned foreign tilms or closed captioned (CC) television shows, are easy to obtain and use, relatively inexpensive, and lend themselves easily to a variety of types of lessons. Writing activities, including summaries, critical reviews, and story maps, may also be developed around video presentations. The instructor must exercise certain cautions in the use of captioned videos, since extensive use of this medium could result in a lack of flexibility in the students' approach to reading tasks. Readability is another area of concern, since the fixed rate of presentation may make some videos difficult for slow readers. However, by previewing all videos to check technical quality and content, these problems can be avoided. (MM)

ED 291 064

Brennan, Mark. Ed.

Making Messages, Making Meaning: Significan

Experiences for Older Writers and Readers.

Australian Reading Association, Adelaide.

Report No.—ISBN-0-949512-10-9

Pub Date—86 CS 009 023

Pub Date—86
Note—35.
Note—459.
Available from—Australian Reading Association, P.O. Box 78, Carlton South, Victoria 3053, Australia (77.00, Australia (87.00, Australia (87.00, Australia (87.00), Australia

The essays share a common idea—that the most sig-nificant points of departure for learning are stu-dents' own messages—their past experiences, present capacities, and views of the world. Following an introduction by the editor, the articles and their authors are as follows: (1) "Doing It Outselves" (Patricia Murphy); (2) "Composing Meaning or 'Football Ain't Just Football" (Margie Leys); (3) "Aborigines in Gaol" (Ralph Foulds); (4) "Reading Inside" (Roslin Brennan); (5) "Reading: The Role of the Trade Teacher" (Robert Mealyea); (6) "Teach Me To Spell": A Dilemma" (Pamela Osmond); and (7) "Fear, Resistance and Change in Adult Literacy Learners" (Audrey Grant). (ARH)

ED 291 065
Paterno, Johnna Dickey, Steven W.
Body Awareness and Early Achievement: Re-ED 291 065

ub Date-Mar 87 Pub Date—Mar 87
Note—17p.; Paper presented at the Annual Meeting of the Southern Association for Children under Six (38th, Memphis, TN, March 25-28, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from ETDPS.

EDRS Price - MP01 Pius Postage. PC Not Avail-able from EDRS.

Descriptors—Bedy Image, Child Language, Com-puter Assisted Instruction, Early Childhood Edu-cation, Expressive Language, Kindergarten, Listening Comprehension, Oral Language, Per-ceptual Development, *Reading Achievement, *Reading Readiness, Receptive Language, Self Concept, Verbal Development, *Visual Learning, Visual Stimuli

Concept, Verbal Development, *Visual Learning, Visual Stimuli
A study examined the use of a body awareness microcomputer program on young children as a predictor of early reading achievement. Subjects, 58 preschool and kindergarten students (prereaders) from a university laboratory school in the southern region of the United States, were asked to work in the microcomputer center in small groups to identify body part pictures and respond to some questions as these pictures appeared on the computer screen. Achievement tests were administered the next year. Results indicated that identification of body parts by oral expressive language and type of gender were not significant predictors of reading achievement in three regression analyses. However, independent variables of age and visual comprehension were found to be significant predictors for word reading, sentence reading, and total reading achievement test scores. Findings suggest that further investigation should be made to analyze the correlation of visual perception skills such as the visual comprehension of visual perception skills such as the visual comprehension of visual perception skills such as the visual comprehension of body part placement and early reading achievement. (ARH)

ED 291 066 CS 009 030

ED 291 066

Samuelt, S. Jay, Ed. Pearson, P. David, Ed.
Changing School Reading Programs: Principles
and Case Studies.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-790-X
Pub Date—88
Note—236
Note—256
Pub Type—Books (010) — Guides - Classroom
Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MPDI/PC10 Pius Postage.
Descriptors—°Change Strategies, Content Area
Reading, Corrective Reading, Curriculum Development, *PEducational Change, Elementary Secondary Education, Public Schools, Reading
Improvement, *Reading Instruction, *Reading
Programs, Reading Skills, Teacher Attitudes,
Teacher Education, Teaching Models
Identifiers—Collaborative Research, Teacher Researchers

Identifiers—Collaborative Research, Teacher Researchers
Intended as a response to the call for reform of education in the United States, this volume presents theories and practical examples school personnel can use in order to bring about change in reading programs. The articles and their authors are as follows: (1) "Characteristics of Exemplary Reading Programs" (8. Jay Samuels); (2) "Principles of Organizational Change" (Margaret C. Gallagher and others); (3) "Research on Implementation: What Seems To Work" (Linda Meyer); (4) "How To Overcome Barriers to Student Achievement" (Douglas Carmine); (5) "Research and Development Model for Improving Reading Instruction" (Ramona Newton Hao); (6) "A Model for School Change" (Robert Calfee and others); (7) "Helping Teachers Adapt to the Needs of Students with Learning Problems" (Irene W. Gaskins); (8) "Three Models for Helping Teachers To Help Students

Learn from Text" (Harry Singer; Thomas W. Bean); (9) "Changing Teacher Behavior in Content Read-ing through Collaborative Research" (Carol M. Santa); and (10) "The Metcalf Project: A Teach-er-Researcher Collaboration" (Robert J. Tierney d others). (ARH)

CS 009 031

Ed. 291 067

Nagy, William Gentner, Dedre
Semantic Constraints on Lexical Categories. Technical Report No. 413.

Bolt, Beranek and Newman, Inc., Cambridge,
Mass.; Illinois Univ., Urbana. Center for the
Study of Reading.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Note—37n; Also funded in part by the Mark.

Pub Date—Dec 87
Note—37p.; Also funded in part by the Max Planck Institute, Nijmegen, the Netherlands.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Cloze Procedure, "Context Ches, Definitions, Higher Education, "Hypothesis Testing," Language Acquisition, Language Patterns, Language Comprehension, Reading Research, Semantics, Theories, "Vocabulary Development, Word Recognition"

Word Recognition Identifiers—*Constraints

Word Recognition Identifiers—*Constraints

A study focused on the nature and effect of constraints on the hypotheses that learners make about the meanings of words. Two experiments were conducted at a large midwestern university: the first, involving 68 undergraduate students divided randomly into two groups, tested taxonomic and durative constraints on nouns, and time of day and cessation constraints on verbs; and the second, involving 56 students, presented students in each of two groups an opportunity to assign meaning to a target word, either a noun or verb, in order to determine if those reading the noun would associate object properties with the target word and those reading the verb would associate information about the manner in which the action was performed. Results confirmed that persons possess implicit knowledge of constraints on possible word meaning, and that they apply this knowledge in tasks which represent important aspects of natural word-learning situations. (Five tables of data are included. Appendixes contain a list of constraints investigated and a sample text used in the second experiment.) (NH)

ED 291 068 CS 009 036 Lumpkin, Donavon, Ed. And Others Changing Conceptions of Reading Literacy Learn-ing Instruction. Seventh Yearbook of the Ameri-cas Reading Forum. Spons Agency—American Reading Forum. Pub Date—87

cas Reading Forum.

Spons Agency—American Reading Forum.

Pub Date—87

Note—209p.; For the fourth, fifth, and sixth yearbooks, see ED 290 134-136, respectively.

Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, Instructional Effectiveness, Language Experience Approach, "Literacy Education, Metacognition, "Reading Comprehension, Reading Research, Reading Skills, "Reading Writing Relationship, Remedial Programs, Teacher Student Relationship Articles in this yearbook contribute to a broad perspective of changing concepts of reading, each focusing attention on an area of major factors exercising current impact on reading and on the education of reading teachers. The articles and their authors are as follows: "Learning from Text" (T. Estes); "Untying the Gordian Knot" (W. Blanton and G. Moorman); "Hot Cognition: Emotions and Writing" (A. Brand); "The Problem of Transfer" (S. Nist); "Reading, Writing, Learning and Aptitude" (K. Norlander and A. Czajkowski); "Employees' Right to Know" (S. Kossack and others); "The Metacognition Performance of College Students in Reading" (J. Platt); "Ethnographic Research in Reading; Beware" (R. Eldridge); "Comprehension Process Transfer" (S. Kossack); "Effects of an Expanded Language Experience Approach on Reading Readiness Skills of Kindergartners" (C. Reeves-Kazelskis and others); "A Format for Teaching Head and Text Inferencing" (K. Brandon and others); "The Integration of Word Processing Technology into the Developmental Writing Program" (M. Moore); "Enhancing Reading Comprehension through Tescher-Student Negotiation of

Meaning" (V. Risko); "Ambiguous Abstractions, Concrete Concepts, and the Writing Experience" (J. Koeppel and P. Kisninger); "Able and Less Able 6th and 7th Grade Students' Comprehension of Precise and Imprecise Textbook Passages" (R. Telfer and R. Jennings); "A Profile of the Inner-City Child as a Language User" (D. Busby); "The Use of Knowledge Vee Diagram as an Aid to Reading Comprehension and Problem Solving" (M. Advarez); "Recognition to Recall" (L. Tomlinson, with a reaction by R. Teal); "Comprehension: Establishing Reader/Writer Congruence" (N. Boraks); "Precasching Vocabulary" (I. Blitott); "Bridging the Gapbetween Reading and Writing" (K. Karloff); "Report on the Textbook Usage Patterns of College Students in Developmental Mathematics" (C. Cope); "The Changing Corporate Concepts of Literacy" (J. Bertrand); "What Works-Research about Teaching and Learning" (C. Hynd and others); "Litisracy: The Myth and Challenges" (R. Kurth and V. Grider, with a resction by G. Biter-Lewis); and "On Being Adored or Being Ignored-How Do We Pick Our Heroest" (K. Camperell and W. Otto). (NH)

ED 291 069 CS 009 037

Hsu, Chen-chin cress and Fallure among Chinese Chil-

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md. Pub Date—Jul 87

Pub Date—Jul 87 Contract—NIMH-MH-30567 Grant—MH-30567; NCS-75-0301-H002-01

other—14p; Paper presented at the Biennial Meet-ing of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Also partly supported by a grant from the National Science Council of Taipei, Tai-

from the National Science Council of Taipei, Taiwan.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PO11 Plas Postage.

Descriptors—"Cultural Context, Elementary Education, Pamily Influence, Foreign Countries,
Grade S, Reading Ability, "Reading Achievement, "Reading Comprehension, Reading Difficulties, Reading Failure, Reading Educatifiers—Chinese People, Reading Concepts,
Reading Tests, Verbal Ability, Written Language Identifiers—Chinese People, Reading Concepts,
Reading Motivation, Taiwan, "Taiwanese
Drawing on a cross-national study of children's reading, a study examined the correlates of reading success and failure in Taiwan. Subjects, 240 randomly selected Taipei fifth graders, were administered a reading test, cognitive test, and mathematics achievement test. A structured interview with each child's mother and classroom behavior observation also took place. Results indicated that reading disabilities and the prevalence rates of reading failure among children reading the Chinese writing system. Results also showed that general information was the most powerful predictor of the child's reading achievement. Thirty-one family variables and reading achievement turned out to be positively intercorrelated in Chinese culture. It was noteworthy that only the cognitive subtests of verbal tasks were significantly related to reading success of failure in Chinese. In addition, the children's motivation appeared to play an important role in their reading success. (Five tables of dats summary tables are included and references are attached.) (JK)

CS 009 038

des Computer-Assisted Instruction Enhance the Reading Readines Achievement in Students 5.2 Years or Younger?

Years or 1000007.
Pub Date—Nov 87
Note—17p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 100000).

1987).
Pub Typo—Speeches/Meeting Papers (150) — Reports - Research (143).
EDRS Price - MF0L/POB Plus Postage.
Descriptors—Beginning Reading, "Computer Assisted Instruction, "Kindergarten, Primary Education, "Reading Readiness, Reading Readiness Tests, Reading Research, Reading Skills Identifiers—Metropolitan Readiness Tests
By exploring the kindergarten program found in

two public elementary schools in a middle-class neighborhood in central Alabama, a study examined age at school entry as a critical factor in schieve-ment in Alabama kindergartens. The sample con-sisted of 100 kindergarten students (53 boys/47 girls; 96 white/4 black)—77 were 63 months or older, asted of 100 kindergarten students (33 boys 47 girls, 96 white /4 black).—77 were 63 months or oider, and 23 were 62 months or younger; 67 had preschool experience, while 33 had no preschool experience. Both groups were exposed to the traditional kindergarten curriculum with computer-assisted instruction in readiness skills. The Pre-Reading Composite (Auditory Skill, Visual Skill, and Language Skill) subtest of the Metropolitan Readiness Test was used as the dependent variable; sex, age, and presence or absence of preschool experience were used as independent variables. Results indicated that the children did demonstrate differences in performance on the Auditory Skill subtest and were significantly affected by attendance at preschool. There was no significant difference in readiness achievement between older and younger children. Findings suggest that computer-assisted instruction may require caution in program material selection. (Tables giving descriptive statistics, a comparison of age, preschool and interaction are included, and 13 references are appended.) (MM)

ED 291 071 CS 009 039

ED 291 071 CS 009 039

Nittler, Robert J.

Reading Aloud as a Contributor to a Child's

Concept of Story.

Pub Date—Nov 87

Note—Ilp.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Basal Reading, Childrens Literature, Classroom Communication, Elementary Secondary Education, "Learning Activities, Literature Appreciation, "Modeling (Psychology), "Reading Aloud to Others, "Reading Instruction, Reading Materials, "Teacher Motivation, Teacher Student Relationship, Teaching Methods Identifiers—Reading Expectancy, Story Structure In order to be motivated to include reading aloud in classroom reading instruction, teachers sometimes need to be informed of the specific benefits this method provides. When children listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Learning to expect these story elements helps them in reading comprehension, since children who have been read stories aloud are able to make better predictions about what will come next when they read to themselves. For children whose only reading is from basals, being read to becomes very important since basals do not provide the full range of stories and are not preparation for important story types. Studies indicate that during storytime the language of teachers is purposeful and helps children arrive at some level of text understanding. Teachers also pose thoughtful questions, model their own thinking, show spontaneous appreciation for stories. However, factors such as the type of text, the number of times a book has been read, the number of children involved in the reading, and the temperamental level should be considered in order to provide the most beneficial experience for students. (A list of 15

ED 291 072 CS 009 040 Johnson, Martha And Others Effects of a Cloze Story Map Strategy on Reading

Comprehension.
Pub Date—Nov 87
Note—25p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

- Speeches/Meeting Papers (150) - Re-

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Cloze Procedure, "Cognitive Mapping, Grade 4, Intermediate Grades, "Reading Comprehension, Reading Instruction, Reading Processes, Reading Research, Reading Strategies, Schemata (Cognition), Writen Language Identifiers—"Mapping, Story Maps, Text Factors A study investigated the effectiveness of strate-

gies designed to improve reading comprehension, in order to (1) determine the effectiveness of the Cloze Story Map (CSM), a cloze-mapping strategy, on improving the reading comprehension of fourth-grade students using expository text and different sorts of dedetion procedures; (2) investigate the efficacy of teaching students to construct the maps independently as compared with using a teacher-made CSM; and (3) determine if the CSM was differentially effective in improving reading comprehension for high and low comprehenders. Subjects, 132 students in two achools in a small Albams city during the spring of 1987, participated in four instructional sessions over a 4-week period. Results indicated that students in the mapping groups, regardless of level or test condition, benefited from the treatments, and that more student involvement is probably the key to effective comprehension with the use of the mapping treatment for comprehension level was found. (Two tables summarizing text results, figures of a sample cloze story map student constructed group, a script for treatment groups, and a summary of instructional sessions are included, and 29 references are appended.) (MM)

ED 291 073 CS 009 04
Cameron, C. A. And Others
Automated Cloze Procedures as Research and
Teaching Tools,
Pub Date—Jun 87
Note—10. CS 009 041

Note—12p.; Paper presented at the Annual Meet-ing of the Canadian Psychological Association (Vancouver, British Columbia, Canada, June 1987).

ing of the Canadian Psychological Association (Vancouver, British Columbia, Canada, June 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—*Cloze Procedure, *Computer Assisted Instruction, Elementary Education, Evaluation Methods, Literacy, *Reading Achievement, Reading Skills, Reading Tests, *Reading Mriting Relationship, Word Processing, *Writing Skills Identifiers—Spache Readability Formula

In order to evaluate an experimental writing program involving word processors as tools, a study examined the use of cloze techniques as a method for indicating reading progress as it relates to writing. Subjects, 87 Canadian primary school children, were involved in a three-year longitudinal study of the effects of this experimental writing program on primary school literacy development. The students were administered cloze tests along with a variety of tests of intelligence, oral language skill, and writing ability. Results from tests given in both first and second grades indicate that cloze tests that allow as correct any word with semantic or syntactic credibility are the best predictors of writing ability. A high degree of relationship between both cloze reading and writing performance suggests the similarity of processing of these tasks. Findings also indicate that word processors ease the administration of cloze tests and are more enjoyable for students Further findings show that Spache standards (1966), used to measure readability of cloze passages, are only roughly socurate. (A table of data and cloze tests are appended.) (ARH)

ED 291 074 CS 009 042

Losey, David E.

ED 291 074

Losey, David E

Improving the First Grade Readiness Skills of High Risk Kindergarten Students.

Pub Date—Nov 86

Note—135p.; Ed.D. Practicum, Nova University. Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MPDL/PC06 Plus Postage.

Descriptors—Attendance, Cross Age Teaching, Grade 1, 'High Risk Students, 'Intervention, Riodergarten Children, Primary Education, Program Design, Program Development, School Entrance Age, "School Readiness, Self Esteem, "Tutorial Programs

Concern at an elementary school that the level of success for non-risk kindergartens was 100 percent, prompted a program for improving the readiness akills of high-risk kindergartens students described in this report. Chapter one describes Stout Elementary School in Sellersburg, Indiana, a school composed of kindergarten through sixth grade, and presents a rationale for making a concentrated effort to reduce school failure at all levels, beginning with high risk students in early childhood education.

Chapter two outlines four probable reasons for high RIE JUL 1988

risk kindergartners' poor success in the Stout Elementary Kindergarten program: (1) lack of instructional time, (2) poor strendance, (3) lack of time for individual instruction and assistance, and (4) being young at school entry in relation to peers. This chapter also presents methods of identifying high risk students, and describes prior activity to assist these students. Chapter three identifies five terminal objectives for a successful program, and Chapter flour presents a background for the study. Chapter flour presents time, telephone checks to monitor attendance, and summer school to lengthen the instructional year. Chapter six presents results indicating that the success rate for high risk kindergarteners increased from 62 percent to 75 percent. Chapter 7 deals with the reasons for the decision to continue "Project Earlybird." Twenty-one tables of data are included and 23 reference are attached. (NH)

CS 009 043 ED 291 075

ED 291 075 CS 009 043
Streens, Robert J. And Others
Cooperative Integrated Reading and Composition:
Two Field Experiments. Report No. 10.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Grant—G-83-00012; G-86-0006; NIE-G-86-0113
Notes—540

Pub Date—Feb 87
Grant—G-83-00012; G-86-0006; NIE-G-86-0113
Note—549. Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Cooperative Planning. Elementary
Education, Group Experience, Instructional Effectiveness, Language Arts, "Language Skills,
Reading Research, Reading Skills, "Reading
Writing Relationship, "Teamwork, Writing
(Composition), Writing Research
Identifiers—"Cooperative Learning, Middle School
Strudents

Identifiers—"Cooperative Learning, Middle School Students
Two studies evaluated a comprehensive cooperative learning approach to elementary reading and writing instruction, called Cooperative Integrated Reading and Composition (CIRC). The subjects in the first study, 461 third- and fourth-grade students in a suburban Maryland school district, were divided into experimental and control groups, with the experimental CIRC groups working in heterogeneous learning teams for all reading, language arts and writing activities. In reading, CIRC students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the basial stories. In writing and language arts, CIRC students used a process approach to writing and peer conferences during planning, revising and editing stages of the process. Subjects in the second study, 450 third- and fourth-grade students were chosen from a wider range of ethnic and socio-economic backgrounds than those in the first, although the second study was an extension and replication of the first. The results of both studies show significant effects in favor of the CIRC students on standardized test measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling. Also noted were effects favoring CIRC students on writing sample and oral reading measures. (Six tables of data are included, and 51 references are attached.) (NH)

CS 009 044

Smith, Brenda D. And Others
The Effect of Imagery Instruction on Vocabulary
Development. College Reading and Learning
Assistance Technical Report No. 87-05.
Note—23p.; Paper

Assistance Technical Report No. 57-53.

ub Date—Apr 87

lote—23p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (20th, Albuquerque, NM, April

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Instructional Effectiveness, Learning Theories, Long Term Memory, "Mnemonics, "Pictorial Stimuli, "Recall (Psychology), Short Term Memory, Visual Learning, "Vocabulary Development Identifiers—"Image Theory, "Visual Cues To explore the usefulness of imagery as a learning tool in a classroom situation, this study investigated whether a visual image has an additive effect on the recall of definitions of previously unknown English

words. One-hundred-forty-two students enrolled in aix sections of an upper level developmental reading course at Georgia State University composed the three groups involved in the experiment to investigate whether providing an image portraying the definition of the word promoted more effective learning than (1) simply providing the definition or (2) providing the definition and a sentence using the term. The first posttest, administered immediately after instruction, showed no significant differences among the three treatment groups, findings that were not unexpected because students were all motivated to study for an upcoming test. However, the elayed test administered two weeks after instruction indicated that the group which received definition, sentence and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instruction technique in vocabulary development programs at the college level. (Two tables of data, one example of the use of imagery, and 20 references are attached.) (NH)

CS 009 045 ED 291 077 Criteria for Excellence: Secondary La Arts-Reading, Writing, Listening, Sp Promising Practices. Revised, 1987. Alaska State Dept. of Education, Juneau.

Promising Practices. Revised, 1987.

Alaska State Dept. of Education, Juneau.
Pub Date—87

Note—9p; For a related document, see CS 009 046.
Pub Type—Tests/Questionnaires (160) — Guides
Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Evaluation, *Educational
Assessment, *Educational Objectives, *Educational Panning, Educational Recources, English
Curriculum, *Language Arts, Secondary Education, Student Needs, Teacher Evaluation, Teacher
Qualifications
Identifiers—Alaska State Department of Education
Intended to be used by administrators, professional staff and community representatives, this set
of criteria provides a systematic assessment of secondary Language Arts programs. Possible uses for
information generated from these instruments are:
(1) establishing programs or promising practices; 3)
self-apprasal (building, district, community level);
(4) planning inservice, staff development and training activities; and (5) disseminating information.
This questionnaire probes for ratings in the areas of
philosophy, staffing and professional development,
administration, program, resources, and evaluation.
(ARH)

ED 291 078 CS 009 046 Criteria For Excellence: Elementary Language Arts-Reading, Writing, Listening, Spenking, Promising Practices. Revised, 1987. Alaska State Dept. of Education, Juneau.

Pub Date-87 Note-10p.; For a related document, see CS 009

Note—10p.; For a related document, see CS 009 045.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Curriculum Evaluation, *Educational Assessment, *Educational Objectives, *Educational Planning, Educational Resources, Elementary Education, *Language Arts, Program Evaluation, Student Needs, Teacher Evaluation, Teacher Qualifications Identificrs—Alaska State Department of Education Intended to be used by administrators, professional staff and community representatives, this set of criteria provides a schematic assessment of elementary language arts programs. Possible uses for information generated from the instrument are: (1) establishing programs or promising practices; (3) self-appraisal (building, district, community level); (4) planning inservice, appraisal, staff development and training activities; and (5) disseminating information. The instrument requires a 1-5 rating to be given after each of its 37 statements. The topics covered are philosophy/policy, staffing and professional development, administration, program, resources, planning and evaluation. (ARH)

ED 291 079 CS 009 047 E.D. 291 U79 CS 009 04
Rasinski, Timothy V. And Others
The Effects of Reading Phrased Texts on Readers'
Comprehension and Fluency: An Exploratory
Study.
Pub Date—Dec 87

Note—15p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—"Content Area Reading, "Context Clues, Higher Education, Reading Improvement, Reading Comprehension, "Reading Improvement, Reading Processes, Reading Research, Reading Strategies, Syntax Identifiers—"Content Cues, Reading Concepts, Reading Processes, Reading Research, Reading Fluency, Reading Management In order to test the efficacy of having college students read texts in which phrase boundaries are explicitly cued, the phrased text treatments were administered to 42 college students from 3 developmental reading courses in one southeastern university. An experimental group was given the phrased texts, while a control group was given the phrased texts, while a control group was given the phrased text treatments were administered to 42 college students from 3 developmental reading courses in one southeastern university. An experimental group was given the phrased text treatment were administered to 42 college students from 3 developments of the control group was given the conventionally formstated texts. A brief true-false quiz followed each reading of a text to insure that the subjects were reading for meaning. Results indicated that the phrased text treatment did not lead to any better (or worse) comprehension on the conventional texts for the experimental group. Although both groups increased their reading rate over the course of the treatment, the increase in rate for the experimental group. (A table of data is included and 21 references are attached.) (JK)

CS 009 048 ED 291 080

ED 291 080 CS 009 048 Dixon, John Strotta, Leslie Reading and Responding with Understanding, Part I: An Analysis of GCSE Exemplar Materials (1986-1987) for Understanding and Response, Oxford Univ., Eastleigh (England). Delegacy of Local Examinations.

cal Examinations.
Pub Date—57
Note—39p.
Pub Type—Guides - Clasaroom - Teacher (052) —
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Change, Foreign
Countries, Letters (Correspondence), Literature,
Newspapers, Reader Response, Reading,
Achievement, Reading Comprehension, Reading Materials, Reading Frocesses, Reading Tests, "Fest Construction, Test Validity
Identifiers—"Great Britain
As a response to the artificiality of the traditional reading comprehension test, this booklet provides alternative means of testing that are within the guidelines of the British National Criteria. Ideas for testing informative, persuasive, autobiographical, and literary materials are presented in the booklet-carefully chosen to provide material in a meaningful context, to consider reading processes, and to offer students an important role and purpose. For example, the booklet contains some tests that require students to read and write responses to advertisements and editorials that are of particular interest to teenagers, and thus calls into question the value of timed examinations as measures of reading with understanding. Recommended for the future is a coursework folder that will provide a more valid representation of students' achievements as readers—samming teachers do not model themselves on nation-wide exams. (ARH)

CS 009 049 ED 291 081

ED 291 081

Folds: Trisha H. Best, Deborah L.
Good and Poor Readers' Use of Mnemonic Strategies: A Comparison of Training and Induction Procedures.

Pub Date—Apr 87

Note—12p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Grade 4, Learning Processes, "Mnemonics, Reading Ability, Reading Difficulties, Reading Improvement, Reading Skills, "Reading Strategies, Recall (Psychology)

Identifiers—Memory Support, "Memory Training A study examined whether good and poor readers benefit differentially from intervention in mnemonic strategy use. Subjects, 72 fourth grade males from a suburban public school in the southeast, were randomly assigned to either a training, induction or control group. Training subjects received explicit

demonstration of appropriate strategies, while induction subjects were presented with materials that "suggested" the use of targeted strategies, and control subjects are cived no special instructions. Each subject was individually administered four memory tasks: (1) organization-three 20-item word lists were sorted and recalled; (2) rehasmal-tree 20-item word lists were rehearsed and recalled; (3) inference-16 sentences were read, followed by explicit-coued and implicit-coued recall; and (4) story recall-a titled and an untitled story were read and recalled subjects were presented with a final set of neutral materials for each task to assess transfer of neutral materials for each task to

ED 291 082 CS 009 050 Brekke. Gerald How Does Time Spent in Elementary School Reading Today Compare with That of a Genera-tion Ago?

10m Age:
Pub Date—87
Note—4p.; A publication of Mankato State Univer-

sity. Journal Cit—Mankato Statement; p3-5 Spr 1987 Pub Type—Journal Articles (080) — Reports - Re-search (143)

search (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basal Reading, *Comparative Analysis, Content Area Reading, *Early Reading, Elementary Education, *Independent Reading, Reading Habits, Reading Instruction, Reading Research

Reading Habits, Reading Instruction, Reading Research Identifiers—Allocated Learning Time
A study compared the amount of time spent in reading at different grade levels between 1961 and 1985, specifically examining the differences in time allocation practices for formal reading and for other reading, and the ways in which these practices compare in different geographic regions during these years. The 1961 study obtained data from 1,224 elementary schools, representing eight geographic areas of the country (21 states), and the 1985 study drew its sample from the same districts as the original study. Results showed an increase between 1961 and 1985 in amounts of time allocated both to basal reading instruction and to other reading. Teachers in grades four, five, and six are putting more attention on formal reading than they did two decades ago, and teachers in grades one, two, and three are doing more with content reading and free reading. In 1961 there were statistically significant differences between various regions of the country in time-used for basal reading and for other reading, but in 1985 no such differences appeared. (Four tables presenting comparisons of the differences between 1961 and 1985 reading in elementary schools, and analyses of variances are included.) (MM)

ED 291 083

CS 009 051 ED 291 083 CS 009
Guthrie, John T.
Indicators of Reading Education.
Center for Policy Research in Education.
Spons Agency—Office of Educational Research Improvement (ED), Washington, DC.
Report No.—CPRE-RR-005
Pub Date—Oct 87
Grant—ORRI-G008690011
Note—300.

Grant—OERI-G008690011
Note—30p.
Available from—Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Branswick, NJ 08901; attention: Publications.
Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decoding (Reading), Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Formative Evaluation, Instructional Effectiveness, "Models, "Program Effectiveness, Reading Achievement, "Reading Instruction Identifiers—"Educational Indicators, Indicators, Process Messures

Identifiers—"Duncases

Process Measures

Monitoring the effectiveness of reading educati
is central to the appraisal of the productivity

-hooling, yet most measures currently being us

do not take into account the full range of processes which lead to successful reading education. A model of indicators relevant to reading education (outcome, process, and input) can be used to judge more accurately the health of the educational system. Outcome indicators, which describe the results of educational efforts, should include performance on the following sub-aspects of reading: (1) decoding. (2) literal comprehension, (3) locating information, and (4) higher order processes. Process indicators measure a means for achieving desired results, and contain the dual traits of instructional effectiveness-quality and quantity. Quantity of instruction includes the number of courses taken, the quantity of reading instruction, and the quantity of reading instruction, and the quantity of reading instruction, and the quantity of reading instruction students in time that are instrumental for learning. Characteristics of quality instruction include using students' background knowledge, summarizing, and teaching vocabulary and inferencing. Input indicators describe resources for the educational process such as school plant and equipment, educational and ethnic characteristics of students, and literacy materials at home. Indicators such as these can be used for policy purposes, as well as for research on learning and teaching. (Thirty references are attached.) (MM)

ED 291 084 CS 009 052 Blass, Rosanne J. Jurenka, Nancy E. Allen Classroom Uses of Children's Literature: A Re-

Chauroom Uses of Children's Literature: A Research Report.
Pub Date—May 87
Note—13p; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987). Paper uses

ing of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987). Paper uses light dot matrix print.

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, "Childrens Literature, Early Reading, "Independent Reading, Oral Reading, "Reading Materials, Reading Research, Reading Instruction, Reading Materials, Reading Research, Reading Identifiers—Reading Management, Reading Uses A study examined the extent to which third and fourth grade classroom teachers utilized commonly recommended practices for the use of children's literature. A 39 item questionnaire was constructed and then mailed to 600 third and fourth grade classroom teachers in eight urban and suburban public school districts in Southern California and Northeastern Ohio. Two hundred mineteen teachers returned the questionnaires, for a response rate of 37%. Results showed that children's literature was being used in 37% of the classrooms surveyed. While 16 questionnaire items tended to occur regularly, 23 items tended to occur araly. Independent silent reading tended to occur daily, whereas reading sloud to students tended to occur on a weekly basis. The majority of items that occurred regularly tended to occur on a monthly basis. (A copy of the Children's Literature Survey is attached.) (JK)

CS 009 053 ED 291 085

Sanacore. Joseph
Societal Pressures and the Need for Developing
Lifetime Literacy through Independent Reading
in the Schools.
Pub Date—88
Note—199.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basal Reading, Elementary Secondary Education, Illiteracy, "Independent Reading,
Literacy Education, "Program Development,
Reading Achievement, Reading Failure, Reading
Improvement, "Reading Instruction, Reading Interests, Reading Teachers, "Recreational Reading, Social Change, Social Environment, Social
Influences

entifiers-Reading Behavior, *Reading Motiva-

identiners—Resulting Benavior, "Reasung mouve-tion
Societal trends and related pressures on children
have generated a greater need for school support of
independent reading, which can help students develop lifetime literacy and prevent school failure
and dropping out. Providing opportunities for free
reading during the school day is a qualitative way of
filling a literacy gap for children. Educators should
consider implementing lasting innovations that
guide students to become independent, successful
learners. The following suggestions provide some
insight and direction for implementing independent
reading on a long-term basis: (1) consider indepen-

dent reading in the context of remedying school problems; (2) be aware of complex factors that are necessary for program durability; (3) prevent potential crises that could have a negative impact on the innovation; and (4) use approaches that increase the chances of successfully maintaining the innovation. Genuine cooperation among colleagues is also necessary for a lasting independent reading program because a strong sense of ownership contributes significantly to a sustained commitment. (A one-page resume of highlights of a lasting independent reading program is attached, as are 15 references.) (JK)

ED 291 086

CS 211 020

Abrams, Michael E. Norvelle, Ronald L.
Computer Design on a Budget for College and High
School Journalism Teachers.

Pub Date—[86]
Note—26p.
Pub Type— Information Analyses (070) — Guides
- Classroom - Teacher (052)
EDRS Price - MP01/PO20 Plus Postage.
Descriptors—*Computer Assisted Instruction,
"Computer Graphics," Computer Oriented Programs, "Computer Uses in Education, Higher Education, High Schools, "Journalism Education,
School Newspapers

School Newspapers Identifiers—Apple (Computer), Apple Macintosh, Commodore 64, *Journalism Computer Assisted

Instruction

instruction

Computer graphic procedures can be adapted at
low cost in order to teach the basics of layout and
good design in high school and college journalism
classes. Both journalism educators and students can
benefit from computer equipment used as a vehicle
for graphics experimentation. In addition to creatbenent from computer equipment used as a venicie for graphics experimentation. In addition to creating experimental newspaper and magazine page designs and presenting design concepts, such procedures accomplish the following objectives: (1) students become conversant with new technology; (2) students learn to apply this technology to solve problems; and (3) the actual work product has value for the school and the students because it is tangible. Some inexpensive graphics tools (such as the Kaola Technologies graphics tablet) now available include dot-matrix printers; drawing pad/stylus systems; "wwap" screens; and the popular "mouse," a palm-sized device which can create lines on a screen. Advantages in purchasing small systems, other than initial cost, include the availability of inexpensive local repairs, and access to computer clubs that often provide repair services. (Twelve examples of computer-generated graphics are attached.) (JK) amples of co tached.) (JK)

CS 211 023

Thomas, Ronald S. And Others
Strategies for Differentiating Carricula.
Baltimore Country Public Schools, Towson, Md.
Pub Date—85

Strateges for Differentiating Curriculum, Baltimore County Public Schools, Towson, Md. Pub Date—85
Note—166p.
Available from—Department of Curriculum, Baltimore County Public Schools, 6901 Charles Street, Towson, MD 21204 (\$35.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC07 Pus Postage.
Descriptors—*Academically Gifted, Brainstorming, Creative Thinking, *Critical Thinking, Figurative Language, *Instructional Materials, Intermediate Grades, *Learning Strategies, Metacognition, Middle Schools, *Problem Solving, Questioning Techniques, Semantics, Teaching Guides, Teaching Methods
Identifiers—Analogical Reasoning, Analogies, Blooms Taxonomy, *Creative Problem Solving, *Divergent Questioning, Synectics
Concentrating on strategies for processing information, this guide provides a collection of models and techniques appropriate for differentiating the content and instructional procedures in the classroom, and is designed for use with intermediate academically talented students. The guide is divided into four sections—Differentiated Questioning, Critical Thinking, Creative Thinking, and Problem Solving. The section on different taxonomies, discusses Bloom's Taxonomy in detail, and suggests procedures for developing questions with students, including a divergent question model. In the critical thinking section, sample lessons are provided for semantics, logic, and authenticity, and includes resource/activity sheets for each lesson. The section on creative thinking covers the topics of fluency, flexibility, originality, elaboration, and evaluation strategies. Finally, the problem solving section discusses various problem solving strategies and mod-

els, such as inductive and deductive reasoning, syn-ectics, and the Whole Mind Approach. All sections provide teacher self-evaluation forms and bibliogra-phies for related readings. (MM)

CS 211 034

ED 291 988
Stoneberg, Bert, Jr.
Analytic Trait Writing Assessment: A Report to
the School Board, 1986-1987.
Greater Albany Public School District 8J, OR.
Pub Date—Aug 87
Note—369.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education

Note—Sop.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blementary Secondary Education,
Grade 5, Grade 7, Grade 9, Grade 11, "Student
Writing Models, Writing (Composition), "Writing
Evaluation, Writing Processes, Writing Skills
Identifiers—"Analytic Scoring, Evaluation Reports,
Writing Samples
Under the leadership of the Language Arts Curriculum Committee, the Greater Albany (Oregon)
Public Schools conducted a district assessment of
writing skills of students in grades 5, 7, 9, and 11,
using the "analytic trait scoring" method (ATS).
The testing procedure conformed to the writing process implemented through the district's Real Writing Project, and student papers were scored by
teachers on six traits that comprise good writing:
ideas and content, organization and development,
voice, word choice, sentence structure, and writing
conventions. Four testing sessions, each on a different day, were required. The first session introduced
the topic and encouraged prewriting activities. In
the second session students wrote a rough draft,
while revising took place at the third session. The
fourth session was used to write a final copy. Average scores for the analytic traits at each grade level,
with the exception of the voice trait in grade 11,
indicated that student papers were such that observed strengths generally belanced observed weaknesses, i.e., that student writing skills were
developing as reasonably expected at their respective grade levels. (Writing samples and scores are
presented for each level, as well as charts showing
the percentages of strengths and weaknesses of the
writing traits. Analytic rating guides for each level, a
sample test, and judge scoring sheet are appended.)

(MM)

ED 291 089 CS 211 035

Gladstone, Carol Thinking, Reading, and Writing across the Carricu-

hum.
Pub Date—Nov 87
Note—Sp.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Pub Type— Speeches/Meeting Papers (150)—Guides - Clasaroom - Teacher (052) — Reports -

Research (143)

Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading. "Content Area Writing, Critical Thinking, Grade 9, "Interdisciplinary Approach, Junior High School, "Mathematical Enrichment, "Writing School Publications, Word Processing, "Writing Across the Curriculum, "Writing Instruction, Writing Processes, Writing Skills Identifiers—College Bound Program, New York State Regents Competency Tests, Teacher Researchers

State Regents Competency Testa, Teacher Researchers
Instruction in reading, writing, and thinking has an important place in all classrooms. A study examined the effect of writing instruction on students' mathematics achievement, as measured by grade point average in math class and scores on the New York State Regency Competency Test in Mathematics. Subjects, 56 ninth-grade students involved in a college bound reading program in a New York City high school, received instruction in word processing, writing process, and publishing which focused on the major assignment-writing a guidebook to the state examination for other students in the school. A control group received no writing enrichment. Results showed that the writing instruction had a positive influence on students' math achievement. (Examples are included of similar projects that have been successfully carried out in English and history class.) (ARH)

CS 211 036

ED 291 090 Slaughter, Judith Pollard

A Focus on Revision: Some Teaching Strategies.
Pub Date—[87]
Note—129.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MFDI/PC01 Plus Postage.
Descriptors—Elementary Education, Language Experience Approach, Peer Groups, "Revision (Written Composition), Writing Buercises, "Writing Ingrovement, "Writing Instruction, Writing Processes, Writing Skills
Identifiers—"Writing Strategies
Revision, an essential component of the writing process, encompasses two basic elements: rewriting and the ontent to assure clarity, and editing the draft to eliminate mechanical and grammatical errors. It is important for teachers to plan lessons directed specifically toward helping children make more sense of their messages. This document presents a number of strategies designed for teachers (1) to demonstrate to children the need for content revision; (2) to demonstrate to children the need for editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (4) to assist children in their editing change; and (5) to demonstrate to children change and the contain the change and the contain the change and the change and the change and the change and the change

ED 291 091 CS 211 038

ED 291 091

Iaccino, James F. Sowa, Stephen J.

Cerebral Asymmetries in the Processing of Dichotic Materials as a Function of Sex, Handedness, and Instructions.

Pub Date—May 86

Note—25p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (58th, Chicago, IL, May 8-10, 1986).

Pub Type—Reports Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brain Hemisphere Functions, Cognitive Psychology, *Cognitive Style, Higher Education, Language Acquisition, *Language Processing, *Lateral Dominance, Left Handed Writer, Neurological Organization, *Sex Differences

Writer, Neurological Organization, *Sex Differences
Identifiers—*Dichotic Listening, *Handedness
Since past studies have shown that females as well
as left-handers do not demonstrate a right-ear advantage for verbal materials, suggesting that linguistic functions may not be handled in the left
hemisphere exclusively, a study was conducted to
examize these laterality effects more closely. Subjects, 24 undergraduate students at a small college
in Illinois, were divided equally into groups according to sex and hand dominance. Experimental instructions as to which ear to focus on were provided
in a dichotic listening procedure, with left-ear attendance required in the first block of trials and
right-ear in the final set. Results indicated an interaction between sex and instructions—with males performing better than females when saked to attend to
the right ear, highlighting the importance of information processing strategies in asymmetrical performance. It still remains to be determined whether
males have a more linguistically oriented left hemisphere or are more effective task demand followers
than females. (A table of data is included, and 55
references are attached.) (ARH)

CS 211 039

Christenbury, Leila
Reactivating the Learning Process: A Short History, a Brief Rationale.
Pub Date—Nov 37
Note—12n.: Power.

tory, a Brief Rationale.
Pub Date—Nov 87
Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Citizenship Education, "Classroom Environment, Critical Thinking, "Educational Change, "Educational History, Educational Needs, Elementary Secondary Education, Induction, "Learning Processes, Student Motivation, Student Role, Teacher Motivation, "Teacher Role Identifiers—Passivity
In most public schools today, where teachers must function as dispensers of knowledge and judges of correctness while students must function as listeners, repeaters, and memorizers, the learning process is passive. Such a passive learning process is an ex-

hausting, burdernsome, role for the teacher and is draining on students, for it requires them to be silent, attentive, and disciplined in a manner that is not applicable in other life situations. Passive learning has not aways been the rule. The Progressive Movement, begun by John Dewey, involved students in their education, preparing them not just for college-which many would never attend-but also for life. However, shortly after 1957, in response to the Sputnik scare and the belief that America was soft not only in technology but also in educational standards, the Progressive Movement yielded to the Academic Model, which looked upon language arts as a subject to be tested, structured, and measured. It was not until the mid-1960s, when critics pointed out that racial and cultural minorities were being left behind, that the Academic Model lost ground. Several recent studies show that since the middle 1970s, American schools have been influenced by a back to the basics movement, which came about as a reaction to the more progressive educational current of the late 1960s and early 1970s. This back to the basics movement is also characterized by the passivity of the learning process. It is important for educators to reactivate the learning process. An educational system which discourages critical and crative thinking is unlikely to sid students in becoming active and questioning members of their society. The key to reactivation is inductive teaching which excites, challenges, and allows students some control over their learning. The benefits of reactivation are great-for students, teachers, administrators, and society. (ARH)

ED 291 093 CS 211 042 Gengler, Charles R. Gengler, Gail C. The C. & G. Spelling Program. Pub Date—44p.

The C. & G. Spelling Program.

Pub Date—87

Note—44p.

Available from—C. & G. Curriculum Consultants, P.O. Box 152, Mommouth, OR 97361 (\$6.95).

Pub Type—Guides—General (050)

EDRS Prices—MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Spelling, Spelling Instruction, Teaching Guides, Teaching Methods, Visual Learning, Word Lists

Identifiers—Spelling Growth

Emphasizing correctness and spelling as a visual skill, this spelling program calls for an individualized format built around a mastery word list. The program recommends, in addition to the master word list of 100 words, that each student develop a personal word list consisting of at least 36 words that the student has misspelled on a delayed recall pretest. The program also makes use of the visualized study the word, (2) close eyes and spell the word, preferably orally; (3) check the word; (4) if spelled correctly; then (5) write the word once; (6) check the word; and (7) if spelled incorrectly, return to step one, or if spelled correctly; study the next word or terminate study. Also included in the program is a week-by-week organizational plan, a chart comparing traditional spelling programs and the C. & G. program, and a discussion on using the personal word list in first grade. In addition, several frequently asked questions are answered regarding this program and its implementation. (An order form is appended.) (MM)

ED 291 094 CS 211 044

ED 291 094 CS 211 044
Rasinski, Timothy V. DeFord, Diane E.
Stadeats and Their Writing: Perceptions, Motivations, and Behaviors.
Pub Date—[87]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Educational Environment, Educational Strategies, Elementary Education, Grade 3,
Grade 4, Instructional Design, "Instructional Effectiveness, "Language Attitudes, Perception,
Student Centered Curriculum, "Teacher Student
Relationship, Teaching Methods, "Writing Instruction, Writing Research
Identifiers—Writing Attitudes, Writing Contexts
A study examined the perceptions elementary
school students hold toward writing and writing instruction, and questioned whether these perceptions
vary by the kind and nature of instruction provided.
A total of 96 students in grades three and four in a
large midwestern middle class school took part in
the study. The students were divided into two

groups: (1) one group participated in a traditional approach to writing instruction defined in terms of separate, sequential skills being taught during an assigned period using a basal reader; and (2)-the second group participated in a more informal approach allowing students to negotiate with the teacher concerning the choice of themes, book genres, writing and reading assignments, etc. Student answers on forced-choice questionnaires designed to probe their perceptions, interests, and their behavior toward writing indicated that students' perceptions do vary with the kind and nature of the instruction. Students in the informal classes appeared to have an advantage over their counterparts in the traditional classes across all probes employed in the study, and they saw writing as an empoyable and meaningful activity that was initiated for their own purposes. Findings suggest that teachers and curriculum specialists need to evaluate critically the methods and tasks used in writing instruction. (Five tables of data are included.) (NH)

ED 291 095

CS 211 045

oe, Sharon effections from a Language Arts Methods Class: The Experience of Process Writing and Writing Apprehension.

Apprehension.
Pub Date—Mar 87
Note—20n - 22 ote—20p.; Paper presented at the National Coun-cil of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).

Lus of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).

Pub Type— Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF91/PC91 Flus Pustage.

Descriptors—Clasaroom Research, Elementary Education, Elementary School Teachers, Higher Education, Holistic Evaluation, Language Arts, *Preservice Teacher Education, Prewriting, Student Attitudes, Teacher Student Relationship, Teaching Methods, Theory Practice Relationship, *Writing Apprehension, Writing for Publication, *Writing Instruction, *Writing Processes, Writing Research dentifiers—Teacher Research

Identifiers—Teacher Researchers, "Writing Attitudes
Realizing that many preservice elementary teachers experience writing apprehension which may affect their role as writing instructors, this semester-long study was undertaken in order (1) to movide preservice teachers with an appropriate role model of a teacher who gives positive feedback and improves students' concepts of themselves as writers, and (2) train preservice teachers with the skills necessary to be this kind of writing teacher. Seventeen language arts students seeking certification as elementary school teachers were given the Daly-Miller Writing Apprehension Scale at the beginning of the semester. Throughout the semester the students became actively involved in process writing. The instruction was patterned after the training model outlined in "The Writing Project," by H. Daniels and S. Zemelman, which encourages participants to think of writing as a holistic process and involves participants in an intensive series of thinking and rethinking, prewriting and rewriting exercises. At the end of the semester, five students who showed high apprehension Scale at the beginning of the semester responded positively, in written responses, to the training. Findings showed that the teacher education students learned to enjoy writing and felt that they could now be effective teachers of writing in elementary school. (NH)

ED 291 096

ED 291 096

CS 211 048

ED 291 096

King, Martha L.

Speech to Writing: Children's Growth in Writing
Potential. Technical Report No. 414.

Bolt, Beranek and Newman, Inc., Cambridge,
Masa; Illinois Univ., Urbana. Center for the
Study of Reading.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Jan 88

Grant—OERI-G-86-0004

Note—23p.; Portions of this paper presented at the
Conference on Reading and Writing Connections
(Urbana, II., October 19-21, 1986). This paper
will also appear in "Reading and Writing Connections," Janas Mason, Ed.

Pub Type—Reports - Research (143) — Guides Classroom - Teacher (052) — Speeches/Meeting
Papers (150)

Classroom - Teacher (1924)
Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Language, *Language Acquisition, Language Processing, Language Research,

Literacy, *Psycholinguistics, Theory Practice Re-ationship, *Verbal Development, Verbal Learn-ng, Writing Processes, Writing Skills, Young

ing, Writing Processes, Writing Skills, Young Children
Identifiers—"Narrative Text, "Story Telling by Children, Story Writing, Text Factors
Focusing on language development-from beginning speech to literacy—with particular attention paid to growth in writing, this paper identifies and describes (1) links between speech and writing, and (2) features of children's written and spoken texts that indicate growth. The process of constructing "texts" is presented as the fabric of all discourse where connections between speech and writing and reading and writing can best be seen, and the process is traced through an overview of children's language development from the infant's initial contact with speech to the early primary grades when children produce written texts. By highlighting key concepts of language and learning such as intersubjectivity, intertextuality, and the constructive function of language, the study shows how literacy can maturally evolve from language. Examples of early reading, and story telling and writing are presented and analyzed as they illustrate development in terms of story structure, cohesive elements and social/cultural contexts. (NH)

ED 291 097

CS 211 049

ED 291 097

Rainaki, Timothy V.

Literacy Learning and Relationship Building through Dialogue Journals.

Pub Dato—87

Note—20p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).

Pub Type— Reports - Bvaluative (142) — Speeches' Meeting Papers (150)

EDRS Price - MPBL/PCBI Plus Postage.

Descriptors—Altruism, Grade 1, Higher Education, "Interpersonal Relationship, Methods Courses, "Preservice Teacher Education, Primary Education, "Prosocial Behavior, Reading Writing Relationship, Student Centered Curriculum, Student Development, Student Writing Models, Teacher Student Relationship, "Teaching Experience Identifiers—Dialogue Journals, University of Georgia

Identifiers—Dislogue Journals, University of Georgia
In recent years, teacher education curriculum has become more focused on the "back to basics" issue of teaching, encouraging teachers to manipulate students and classroom environments to attain one goal: academic learning. Critics claim this narrowing of the teacher education process has ied to negative social consequences where children are represented as things or raw material to be made into finished products. Following Urie Bronfenbrenser's suggestion that preservice teachers should have opportunities to enter into relationships with their students, and school curriculum should integrate academic learning with prosocial or altruistic development, the elementary teacher education program at the University of Georgis assigned daily dialogue journals to be written between each student teacher and a young student to provide the student teacher and a voung student to provide the student teacher with a vehicle for entering into and developing a relationship with a student in a limited period of time. Daily entries were made in the journal (notebook) by both the student teacher and the child, with the student teacher instructed not to correct the entry or use it for didactir purposes. Although early entries tended to be superficial in many respects, later journal entries indicated that a sense of trust and rapport was beginning to emerge between journal partners at the same time skills in written communication were being promoted. (NH)

CS 211 050 ED 291 098

ED 291 098

Alex. Nola Kortner
A Brazillan Oz?
Pub Date—Apr 85

Note—15p.; Paper presented at the Annual Meeting of the Popular Culture Association (Louisville, KY, April 3-6, 1985).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—'Authors, Characterization, Childhood Interests, "Childrens Literature, Comparative Analysis, Creative Writing, Cultural Context, Pantasy, "Fiction, Foreign Countries, Latin American Literature, Literary Lytes, Literature Appreciation, Mass Media, "Popular Culture, Reading Materials, "Recreational Reading, Writing for Publication
Identifiers—Audience Awareness, Audience Re-

aponse, Baum (L Frank), Brazil, "Classics (Literature), Utopia, Utopian Literature, Wizard of Oz, "Writing for Children
Both the American author, L. Frank Baum, and his Brazilian counterpart, Jose Monteiro Lobato, created children's books that featured alternative worlds, peopled by characters who fascinated many generations of young readers. The authors were both born in the second half of the nineteenth century into families of privilege, and both enjoyed idylic childhoods in rural settings, Baum in upstate New York and Lobato in the Brazilian interior. Another parallel is that both came late to writing for children after pursuing various other careers with indifferent success. Baum's series of 62 Oz books published over 19 years were written in a plain, down-to-earth prose style, and his youthful protagonists behaved like ordinary children. Lobato's world, also sustained through many books and over many years, was the "Farm of the Yellow Woodpecker" ("Sitio do Picapau Amarelo"), inhabited by an elderity grandmother, an equally elderly black cook, the young girl Narizinho, and her rag doll Emilia. Oz has been described as a self-contained enclave surrounded on all sides no to by the sea but by impassable deserts. Lobato's "sitio" better flis the description of a Utopia-the characters rarely leave the farm and always return there in the end. "The Wizard of Oz" found a worldwide popular audience thanks to the movies and, later, television, while the "Farm of the Yellow Woodpecker" became known throughout Latin America because of a long-running (14 years) serial on Brazilian TV. (JC)

ED 291 099 CS 211 051

Poger, Fran And Others
Rewrapping the Package: Helping Students To
Rewrite Willingly.

Rewrise Willingly.

Pub Date—Nov 87

Note—12p. Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

Document contains light type.

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary Education, Grade 1, Grade 3, Grade 6, *Peer Evaluation, *Revision (Written Composition), Student Motivation, Teaching Methods, *Writing Exercises, Writing Improvement Identifiers—*Childrens Writing, *Revision Processes, Writing Assignments, Writing Strategies Based on the notion that children will rewrite willingly if given a definite purpose, three alternatives for revision connect the necessity of revision to the students' acceptance and desire to revise. The first alternative is to have the children revise their original story format, where the basic storyline remains the same, but the ideas, vocabulary, and sentence structure are expanded. Another suggestion is to have the students rewrite their stories for a different audience. For example, intermediate level students would redraft stories for primary students by conferences and understanding. The third idea is to have students revise their stories with the use of the computer. Students are paired with peer editors and rewrite previously saved documents to improve the original text. Interactions between various grade levels proved to be successful and motivated students to improve their original drafts. (MM)

CS 211 054 ED 291 100

McKeough, Anne M.
Stages in Story Telling: A Neo-Piagetian Analysis.
Pub Date—Jul 87
Note—28p.; Paper presented at the Biennial Meeting of the Society for the Study of Behavioral
Development (9th, Tokyo, Japan, July 12-16,

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP0I/PC02 Plus Pustage.
Descriptors—*Cognitive Development, *Cognitive Processes, Educational Research, Elementary Education, Memory, Narration, *Story Telling, Structural Analysis (Linguistics)
Identifiers—Case (R), Narrative Text, *Oral Composing, Plot (Fiction), *Story Structure, Story Telling by Children
Using a neo-Piagetian structural analysis, two studies examined developmental differences in the oral narratives of children aged four to ten years.
The first experiment, reporting on 20 children at

each of the dimensional substages (mean ages of 4.8, 6.1, 8.5, and 10.6 years), showed that a qualitative shift occurred between four and six years when scripts were replaced by plots. At eight and ten years, the story structures showed a quantitative increase in the episodic complexity which correlated positively with working memory capacity. The second study, using four groups of 20 children (aged 4, 6, 8, and 10-years old), demonstrated that the developmental progression was maintained when increasingly explicit structural cuse were offered to a second group of similarly aged children and that the processing demand of the story structures showed no significant deviation from the hypothesized processing capacities, across age groups. Moreover, when task processing demand was adjusted to correspond to the capacity levels hypothesized for each age group, performance was altered. (Figures of Case's stages and substages (1985), protatypic stories for each age level, and sooring criteria are included, and 17 references are appended.) (MM)

ED 291 101

CS 211 055

ED 291 101

Davis. Diana F.
Contemporary Heroes as Role Models for Oral
Language Development.
Pub Date—Mar 87
Note—37p.; Paper presented at the Meeting of the
International Oracy Couvention (Norwich, Norfolk, England, March 30-April 3, 1987). Document contains light type.
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—4 Athletes, Content Analysis, Elementary Secondary Education, *English Curriculum, Foreign Countries, Instructional Design,
*Language Proficiency, Modeling (Psychology),
*Oral Language, *Role Models, Speech Communication

*Language Proficiency, Modeling (Psychology),
*Oral Language, *Role Models, Speech Communication
Identifiers—Australia, Heroes, *Oracy
Oral language has primacy both developmentally
and by virtue of use for most individuals in our
society; however, the development of oral language
for many children is left to chance. Although English education journals have resounded with exhortations to teachers about the importance of
encouraging children to talk, the recent limited research suggests strongly that speaking and listening
activities in Years 7-10 classes have very low profile
by comparison with the amount of time devoted to
reading and writing activities, at least in Australia.
One macro-level speech community which cust
across age, sex, and social class boundaries in Australia is aports, and an examination of the speech
community inhabited by sporting "heroes" reveals
the nature of the role models for young people's oral
language. A study of 15 hours of video tape interviews with sports heroes yields four major classifications (expressive moments, self-reflection,
decision-making considerations, and outer-directed
analyses) which account for virtually all the utterances apart from social banalities and chitchat revealing startling limitations of self-observation,
nalysis and reflection. These interviews not only
provide a model for sporting fans-of whom children
and adolescents form a substantial group-they also
provide a data base for the study of the products of
the English education of the seventies and eighties,
presenting evidence to support the need for constructive direction from curriculum designers and
researchers. (A list of 15 references is appended.)
(NH).

CS 211 058 ED 291 102

ED 291 102 CS 211 058
Rush, R. Timothy And Others
Composing Meaning: Writing, Palasting, Reading.
Pub Date—Nov 85
Note—28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English
Conference (75th, Philadelphia, PA, November
22-27, 1985). Figures may not reproduce well.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (142)

22-27, 1985). Figures may not reproduce well.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MPDI/PCD2 Plus Postage.
Descriptors—Case Studies, Cognitive Processes,
Elementary Education, "Learning Strategies,
"Painting (Visual Arta), "Personal Narratives,
Reading Comprehension, "Reading Instruction,
Reading Skills, Revision (Written Composition),
"Writing Instruction, Writing Research, Writing
Skills, Written Language
Identifiers—Idea Generation, "Writing Strategies
Writing and reading can be viewed as processes in
which meaning is gradually constructed, and this

description extends to the visual arts as well. Certain process-oriented thinking skills are inherent in both, including comprehending and composing, regenerating ideas, the application of language learning and processing. Five characteristics of effective composing and comprehending can also be identified; planning, drafting, aligning, revising, and monitoring. There case studies, in which artists and writers discuss the process of composing, provide useful models demonstrating the parallels between composing in painting, writing, and reading. The composition of meaning in reading can be observed through a five-step method of repeated readings; (1) survey the headings; (2) read the introduction and summarry; (3) study the graphics and captions; (4) read the first and last sentences in the paragraphs of each section; and (5) read each section phrase by phrase. The parallel between paint and print media provides teachers of novice writers with ways of concretely illustrating the process of constructing meaning. The value of revision and editing in writing can be more fully appreciated by young writers who have experienced its effects in both painting and reading. (Four figures and a table summarizing the five-step method of composing meaning in reading are included, and references are appended.) (MM)

ED 291 103 CS 211 060

Haven, Mary Jo And Others
"Write On, Illinois!" A User's Guide to Scoring
Student Emary. Volume II. 1987.
Illinois State Board of Education, Springfield.
Pub Date—87
Note—153n: He washing I will be a like the state of the stat

Student Essays. Volume II. 1997.

Illinois State Board of Education, Springfield.
Pab Date—87

Note—153p.; For volume I, see ED 264 298.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160) — Guides - Classroom-Tescher (052)

EDRS Price - MF01/PC07 Plus Pestage.
Descriptors—Elementary Secondary Education,
"Evaluation Methods, Expository Writing, Holistic Evaluation Methods, Expository Writing, Holistic Evaluation, Narration, Persussive Discourse,
Student Writing Models, Training Methods,
"Writing (Composition), "Writing Evaluation
Identifiers—Essay Topics, Evaluation Standards, Illinois, "Writing Assignments
In order to facilitate the decentralization of the
Illinois writing assessment program, this handbook
describes and provides materials for writing assessment training workshops. The first of the nine sections in the handbook gives a general overview of
the Illinois Writing Assessment. The second sections, on training for assessment, describes procedures for training raters and presents guidelines for
conducting introductory sessions. The third section
gives a general description of the integrated holistic/nanlytic rating guide, with a discussion of score
categories, text-level features of focus, support/
features of conventions and directions. Sections 4,
5, and 6 provide guides for scoring persuasive, narrative, and expository writing, and include sample
student essays and scoring explanations for each
type of writing. Section 7, Ideas for the Classroom,
discusses how to teach development features of
writing within essay assignments, group writing, and
how to write prompts. Section 8 Adaptations for
Speaking and Listening Assessment, suggests rating
features for speaking and listening. The ninth section, appendices, includes copies of student writing
assignments and papers. (MM)

ED 291 104 CS 211 061 From, Victor Language Ass Should Do! ent: What We Do and What We

Language Assessment: What We De and What We Should Do!
Pub Date—May 87
Noto—9p.: Paper presented at the Northwest Regional Conference of the National Council of Teachers of English (Vancouver, British Columbia, Canada, May 2, 1987).
Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, "Evaluation Methods, Foreign Countries, Formative Evaluation, Holistic Evaluation, "Instructional Effectiveness, Language Tests, Summative Evaluation, Teacher Made Tests, Summative Evaluation, Teacher Made Tests, Summative Evaluation, Teacher Made Tests, Teaching Methods, Theory Practice Relationship Inconsistencies develop in the educational system both because teschers receive "mixed signals" and because theory and practice become discrepant, a situation which creates dilemmas in language se-

sesament. Some current dilemmas include: (1) the difficulty in determining whether teacher-made and standardized tests measure what they are supposed to; (2) the fact that teachers tend to rely on product rather than process to infer students' ability; (3) the issue of whether holistic or discrete-point assessment is more beneficial; (4) the fact that teachers sometimes measure comprehension without providing comprehension instruction; saud (5) the problem that standardized tests may be useful for grading but are of far less use for instruction than other measures of ability. A number of procedures which focus on the formative, on teaching, on the holistic, on the student and on process within the language arta-listening, speaking, reading and writing-are available and should be sought by the classroom teacher since ill-considered tests can lead to a thoughtless curriculum as teachers teach to inappropriate tests. (Fourteen references are attached.)

ED 291 105 CS 211 063

Schwartz, Jeffrey
Using an Electronic Network To Create a Read
Context for High School Writing.

Pub Date 87
Note—7p.; Narrative report for the National Council of Teachers of English Teacher-Researcher

cil of Teachers of English Teacher-Researcher Project.

Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors— "Audience Analysis, Classroom Research, "Computer Assisted Instruction, "Cultural Differences, "Electronic Mail, Expectation, Information Networks, Labeling (of Persons), Letters (Correspondence), Secondary Education, Stereotypes, Student Writing Models, Teaching Methods, Teleconferencing, "Writing Instruction, Writing Research

Identifiers— "Audience Awareness, Teacher Researchers"

Writing Research
Identifiers—"Audience Awareness, Teacher Researchers
In an effort to broaden the context for classroom writing by providing an audience other than the teacher and classmates, a study used microcomputers, a modern and an electronic mail service to set up communications with classes in other communities. Two classes (27 students) at Sewickley Academy in Pennsylvania communicated for a semester with two classes from Wilsall, Montana (19 students) and one class (23 students) from Kyle, South Dakota. Students wrote in a variety of forms—notes, letters, stories, interviews, drafts, transcripts, and summaries—writing informally and formally and adjusting to the particular rhetorical situation by determining what the reader needed to know, what tone to adopt, and what form to write in. The three schools were extremely different from each other: Kyle is located on a Sioux reservation, Wilsall is very small school in the Rocky Mountains, and Sewickley Academy is a private school in an affluent suburb of Pittsburgh. The students began their course investigating their preconceptions of the other communities, writing about and expressing their sterotypes freely in class. At the completion of the course the majority of the Sewickley students agreed that they were more aware of cultural differences in the United States and had learned to question stereotypes, suggesting that the range of discourse was important not only in teaching students to be agile writers but also in providing a situation where students write to find out about different people and other communities. (NH)

CS 211 066

ED 291 106

Hatcher, Donald
Conceptual Schemes.
Pub Date—Apr 87

Note—15p; Paper presented at the Meeting of the Conference in Critical Thinking (Newport News, VA, April 9-12, 1987).
Pub Type—Opinion Fapers (120) — Speeches/Meeting Papers (130)

EDRS Price - MP61/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *Concept Formation, *Critical Thinking, Epistemology, Higher Education, Instruction, Learning Strategies, Logical Thinking, *Philosophy, Schemata (Cognition) Identifiers—Conceptual Frameworks, Critical Evaluation

identifiers—Conceptual thinking movement is a sig-nificant trend in both philosophy and teaching, there are certain points of view within the move-ment which have the potential for undermining its success. One of these developments, conceptual scheme talk, is contradictory to any intelligible no-

tion of critical thinking. Believers in this concept hold that what counts for the truth is a function of a person's conceptual scheme, or peculiar human purposes, and as each individual's conceptual scheme varies, so does what counts for being called the truth. A person could not endorse the idea that ruth is relative to one's conceptual scheme and st the same time give an adequate account of what it means to think critically. Critical thinkers must be careful before committing themselves to the belief that knowledge or reasonableness is a function of a conceptual scheme, for this makes the project of critical evaluation impossible, and any argument providing evidence against this position would contradict the position. "Conceptual scheme" and "background logic" talk can be translated into talk about bisses, prejudices, and questionable assumptions. The teaching of critical thinking must entail some objective notion of truth, in order to avoid becoming just one more fad in the history of the critical thinking movement. (Notes are attached.) (MM)

ED 291 107 CS 211 068 Pylik, Betty P.
Designing Effective Writing Assignments: What
Do We Know?
Pub Date—Mar 86

Note—14p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

ing of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
Pub Type— Information Analyses (070) — Speeches!/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Secondary Education, Student Motivation, Teaching Methods, Test Construction, Writing Composition), Writing Evaluation, *Writing Instruction, *Writing Evaluation, *Writing Instruction, *Writing Evaluation, *Writing Instruction, *Writing Tasks, *Writing Topics
Reflecting the large role that writing assignments play in teaching and testing, a great quantity of research and published discussion exists which examines issues in designing writing topics for assessments. Because the immediate purpose of an assessment instrument is to measure students writing proficiency, writing tasks that push students to demonstrate skills that they have not developed may elicit misleading writing samples. In addition, writing topics that do not challenge students to develop and master skills may not enhance their performance. Several publications offer guidelines for help in designing assignments for instruction in writing, including Erika Lindemann's "A Rhetoric or Writing Teachers," and Richard Larson's "Writing in the Academic and Professional Disciplines." Research has addressed the following questions on designing topics: (1) what kinds of cognitive tasks should students be asked to perform; (2) on what subjects should the remorpts be written; (3) how specific should the test topic be structured. Findings showed that students did better with textbook topics than with their own topics, humorous responses to the topics received higher evaluations, and few assignments specified sudience, context pupose, or style. (Twenty-nine references are spended.)

ED 291 108 CS 211 074

ED 291 108

CS 211 074

Diedrick, Patricia And Others

Pamily Stories: Gender Differences in Worth and

Efficacy.

Pub Date—87

Note—129.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—Family Characteristics. *Family

History, Family Influence, Family Life, Family

Relationship, Family Role, Higher Education,

*Sex Differences, Sex Role, *Sex Stereotypes

Identifiers—Heroes, Male Female Relationship,

Story Content

A study investigated gender differences in the descriptions of behaviors of the main characters in

family stories in relation to worth and efficacy, and
the association of success or failure with these di
mensions. Respondents, 102 females and 22 males,

from both first and second generations, were selected and asked to relate family stories, demo
graphic information, and information concerning
identificatios, family cohesiveness and other family

characteristics. Story heroes were rated as to

whether behaviors were stereotypically male, fe-

male or neutral, whether efficacy/worth was in-volved, and whether behavior ended in success or failure. A rating system for stereotypicality of be-haviors had been developed previously in a pilot study. Results showed that few stories involved de-acriptions of efficacious failure, which in part may reflect the American work ethic. While females were described as more worthy in terms of the ste-reotypic female role as caregiver, males were de-scribed primarily in terms of efficacy. Variations in descriptions were associated with traditional gender roles rather than with certain personal attributes of the story teller. (A table of data is included, and seven references are attached.) (JK)

CS 506 020 ED 291 169 Weiss, Robert O. Discourse Fields across the Curriculum. Pub Date—Nov 87

Weiss Robert G.
Discourse Fields across the Curriculum.
Pub Date—Nov 87
Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Speeches! Meeting Papers (150) — Reports - Research (143)
EDBS Price - MFDI/PCDI Plus Postage.
Descriptors—Communication Research, "Course Content, "Curriculum Design, Curriculum Research, "Discourse Analysis, Higher Education, Inquiry, Rhetoric, "Speech Instruction, "Undergraduate Study
Identifiers—Content Learning, "Learning across the Curriculum, "Rhetorical Theory
In order to explore the rhetorical components of instruction at the undergraduate level and determine whether differences and similarities exist among the discourse fields represented by instructors in the kind of talk which they regard as desirable in their classroom, formal interviews were conducted with teaching faculty representing 15 different fields at a small midwestern university. The disciplines represented included art, chemistry, communication, economics, English, music, physics, psychology, and theatre. Thirteen of the faculty members had completed a speaking and listening across disciplines workshop, and all were individuals who incorporated student speaking liberally in their courses. Because each discipline was represented by only one respondent, no conclusions about a specific field should be drawn. However, with a broad specturm of fields represented useful similarities and differences can be identified, and four conclusions suggest themelves as guides to the disciplinary fields: (1) some distinctions in kinds of talk reparded as appropriate in undergraduate classrooms are seen; (2) in developing programs of speaking and learning across disciplines, a proviso should be introduced to the effect that talk is not of speaking and learning across disciplines, a proviso should be introduced to the effect that talk is not of speaking and learning across disciplines, a proviso should be introduced to the effect that talk is not of s

ED 291 110 CS 506 021
Cohen. Mariene C.
Expanding the Role of the Community College
Professor: Teaching Credit and Noncredit
Courses to Faifill the Contract.
Pub Date—Nov 37
Note—8p; Paper presented at the Annual Meeting
of the Speech Communication Association (73rd,
Boston, MA, November 5-8, 1987).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—Communication Skills, *Community
Colleges, *Community Education, Community
Colleges, *Community Education, Community
Services, *Continuing Education, Estension Education,
Faculty Development, *Noncredit
Courses, Outreach Programs, Public Education,
School Community Relationship, *Speech Communication, Two Year Colleges
Identifiers—Adult Learning Specialists, Communication Consultants, *Community College Teachers, Continuing Education Programmers
The noncredit teaching areas of community colleges are significant and growing. Community colleges are significant and growing. Community colleges colose links to their communities plus their
ability and desire to service a variety of student
needs allow them to provide ianovative and specific on-campus noncredit courses, such as specialized
business courses. Communication faculty have the
potential for developing noncredit communication skills courses, and even greater opportunities blossom when the communication faculty have the

work directly with the client to recommend and to develop appropriate courses. However, flexibility is needed to interact with noncredit staff and administration in ways that bridge the credit/noncredit gap. The benefits to the community college of faculty involvement, particularly communication faculty, in this partnership are as follows: (1) increasing enrollment through noncredit courses; (2) providing faculty with more experience by teaching a diversity of students; (3) strengthening of the quality of faculty with more experience by teaching a diversing the college's interaction with community residents and businesses; and (5) closer linking of credit and noncredit areas. Developing new noncredit training courses taps the creativity, specific expertise and interests of the faculty and helps eliminate the burnout that comes with the routine of always teaching the same courses. (JK)

ED 291 111 CS 506 022 Allen, Jerry L. And Others
The Effects of Communication Avoidance, Learning Styles, and Gender upon Classroom Achieve-

ing Styles, and Gesser upon Classroom Achievemest.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association
(73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—"Academic Achievement, "Classroom Communication, Cognitive Development,
Cognitive Style, "Communication Apprehension,
Emotional Development, Higher Education, Interpersonal Communication, "Sex Differences,
Social Cognition, Teacher Characteristics
Identifiers—"Avoidance Behavior
In order to prescribe instructional strategies that
match individual learning styles, a study examined
the relationships among students' gender, commuication avoidance behavior, and classroom
achievement. Additionally, the study investigated
the relationship of the instructor's gender to the
student's perception of instructor immediacy and
the experiencing of cognitive and affective learning.
Data collected on 389 undergraduate students indicated that females experience more communication
apprehension (CA) in the classroom, but females
were generally more immediate than males. Male
students showed a preference for more independent
and avoidant learning styles, while female students reported higher CA in the classroom, they experienced more affective and cognitive learning than
male students. Overall, communication variables
proved to be better predictors of learning than learning style variables. Low CAs learned less and felt
worse about themselves in the classroom. Female
instructors assigned higher grades and were perceived as more immediate than male instructors. (A
72-item reference list and 4 data tables are appended.) (Author/GPL)

CS 506 023

ED 291 112

Winsor, Jerry L.

Peace with Justice: What We in Communication
Can Offer for the Future of Higher Education.
Pub Date—Nov 87

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association
(73rd, Boston, MA, November 5-8, 1987).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—"Communication, Skills, "Ethical Instruction, Higher Education, Moral Values, Peace, Speech Communication, "Speech Curriculum, "Values Education identifiers—"Peace Education, Peace Studies
Because increased technology too often is an inappropriate means to deal with contemporary social and educational needs, there is a need for academics to stress ethical and ecological values to students who may otherwise expect to seek a "quick fix" for societal ills through "high tech" solutions without sensitivity to the longer range implications and costs for other persons living on the same planet now and in the future. Many departments of communication are positioned to offer a series of courses that could serve as a core for peace studies. For example, courses in intrapersonal, interpersonal, and public communication can be joined with a course in conflict management, audience analysis, and communication ethics to form such a core. Courses outside

the Department, in areas such as negotiation, management, and psychology, could extend the minor to a viable major. Finally, Western higher educators must make sharing wisdom as well as technology with developing nations a high priority, requiring a redirection in the emphasis upon bigger (quantitatively) being more important to society than quality of life. Peace, based upon justice for all, is the ultimate goal, and a values-added educational effort is the means to improve curriculum. (Fifteen references are attached.) (MM)

ED 291 113

ED 291 113

Ross. Rosseanna G.

Developing Policies and Procedures: Getting an Internship Program Started.

Pub Date—Apr 85

Note—Apr 85

Note—Apr 85

Note—31p; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).

Pub Type— Speeches/Meeting Papers (150) —

Guides - Non-Classroom (055)

EDRS Price - MPOI/PCU2 Plus Postage.

Descriptors—Administrator Guides, Administrator Responsibility, Field Experience Programs, Higher Education, "Internship Programs, "Program Development, "Program Implementation, Speech Communication, Supervision, Supervisors, "Theory Practice Relationship lidentifiers—Site Visits Issues concerning the development of a pedagogically sound internship program, including objectives, student qualifications, requirements, evaluation, and the responsibilities of the director, are examined in this paper that explores the internship program development of 5t. Cloud State University at St. Cloud, Minnesota. After discussing these various issues, the problem of getting an internship program started is approached, and resources for developing a program are presented. Membership in the National Society for Internships and Experiential Education, and conversations with intern directors in other departments and universities are recommended as useful resources. In developing a site network, student suggestions serve as an information sharing source, and other sources include department advisory board members, local women's networking organizations, career placement offices, and achool shunni. (A policy statement, internship interest form, internship agreement form, site visit reaction form, internship agreement form, site visit react

ED 291 114 CS 506 026 Roseanna G. al Considerations for the Internship Direc-

Pub Date-Nov 87 Note-20p.; Paper

Ethical Considerations for the Internship Director.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
Descriptors—Administrator Responsibility, "Ethical Instruction, "Ethics, Experiential Learning, Higher Education, "Internship Programs, Interpersonal Relationship, Speech Communication, Student Experience, "Supervision Identifiers—Speech Communication Education Although a growing number of speech communication departments are developing internship programs, the ethical issues involved are rarely addressed, even though communication interns and intern directors are potentially involved in ethical issues merely by their involvement in the discipline of communication. There are three areas to consider from an ethical perspective: program issues, professional issues, and intern and director relationship issues. The discussion of internship ethics evolves primarily from a descriptive ethics perspective, with descriptive ethics considered as "telling people where they are" and making it necessary to "analyze the important and difficult decisions made by the more respected members of that profession." Ethical implications in program areas may be found in students' course preparation, student selection, student placement, recruiting, and evaluation. In the area of professional issues, their all legality. Concerning intern relationship issues, the director's role is to accommodate the intern's learning experience, yet this may be affected by conflicting personalities, or by the director's imposition of personal values and ethical perspectives. Because of these concerns, in-

tern directors must become knowledgeable about major ethical perspectives, and assess and define their own ethical perspectives, thereby becoming aware of the influence of those perspectives on the decision-making process. In addition, directors should be responsible to assist interns in establishing ethical guidelines to help in their decision-making, (Ten scenarios presenting samples of interns' ethical concerns are included, and 21 references are appeared to (MM).

CS 506 027 ED 291 115

Ross, Roseanna G. Communication Consulting as Persuasion: Issues

and Implications.
Pub Date—Nov 86

Pub Date—Nov 86
Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Ples Postage.
Descriptors—*Communication Skills, *Consultation Programs, *Organizational Communication, *Persussive Discourse, Professional Development, Speech Communication Identifiers—*Communication Consultants, Communication Strategies, Consultant Role, *Persussive Strategies

Identifiers—"Communication Consultants, Communication Strategies, Consultant Role, "Persuasive Strategies Focusing on the issue of the training and preparation of the communication specialist in communication consulting, an investigation of the persuasive elements in the client-consulting relationship suggests that more direct focus on consulting as persuasion can lead to more responsible and effective enactment of the role of both consultant and client. Although the current emphasis in communication consulting is on skills and theories needed as a base for effective consulting, the actual role of persuasion tranely addressed. At least two benefits exist in examining the persuasive nature of consulting: (1) when both client and consultant are aware of the persuasive context of their relationship, they can be sensitive to their relative responsibilities, and (2) this perspective provides access to the research, theory, and skills involved in the concept of persuasion. During the different phases of the consulting process—entry, diagnosis response, and disengagement-different persuasive elements are involved, including attribution instability and evaluation apprehension in the entry phase, and reactance theory and skills are required for effective consulting, persuasion training programs are needed for key members of organizations which utilize consultants. (Twenty-four references are appended.) (MM)

ED 291 116

CS 506 028 ED 291 116

Ross, Roseanna G.
Managing the Site Visit: Communication Iss and Strategies for the Internship Director. Pub Date—Mar 87

Pun Date—Mat 5/ Note—17p.; Paper presented at the Conference of the Minnesota Association for Field Experience Learning (Minnespolis, MN, March 1987). Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (043).

Opinion Papers (120) — Guides - Neu-(035) EDRS Price - MF01/PC01 Plus Postage.

(055)
EDRS Price - MP01/PC01 Plus Portage.
Descriptors—Administrators, "Communication Skills, Braluation Methods, Feedback, Group Dynamics, "Internship Programs, Interpersonal Relationship, Listening Skills, Speech Communication, Student Experience, "Supervision, Supervisory Methods Identifiers—"Communication Strategies, Speech Communication Education, "Supervisor Supervisee Relationship
For the internship site visit to be the most effective vehicle of evaluation for the director, and for open communication between intern and supervisor, the director must be aware of both the communicative relationship issues and the content of the interactions. In all six phases of the site visit-active relationship issues and the content of the interactions. In all six phases of the site visit-active interview, debriefing, and post-site visit-a communicatively competent director must explore the following communication issues; (1) purpose of the site visit; (2) director's role during the site visit; and (3) timing of the site visit. After clarifying the communication goals of each phase, the director can then self assess and develop any communication skills which would schieve the successful meeting of those goals. Some possible communication skills needed include feedback skills (evaluative, interpretive, and descriptive), listening skills both verbal

and nonverbal, and third party intervention skil (A site visit reaction form, and handouts on fee back and active listening are appended.) (MM)

ED 291 117 CS 506 029

Ringer, R. Jeffrey
The Language of Fund-Raising Direct Mail: Differences between Letters for National and Local
Constituencies.
Pub Date—May 36
Note—220. Paper presented at the Annual Mee

Pub Date—May 36

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, II., May 22-26, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, Elections, "Language Styles, Local Issues, Mass Media, Media Research, Motivation Techniques, Persuasive Discourse, "Political Campaigns, Political Issues, Politics, Propaganda, Voting Identifiers—Direct Mail Advertising, "Direct Mail Campaigns, Political Communication

Campaigns, Political Advertising, "Political Communication
A study examined differences in the language of direct mail advertising used by political campaigns at different levels—astional state, and local. Seventeen direct mail fund-raising political campaign letters were content analyzed with Wiseman and Schenck-Hamilin's typology of compliance-gaining techniques, language style and readability. The letters came from national campaigns with a national constituency, campaigns for a national office with a local constituency, and campaigns for local offices with local constituencies. Analysis revealed the following differences between national and local letters: (1) while national letters were shorter and more general and attempted to maintain a professional, almost removed, style; (2) the national letters were the easiest in terms of readability whereas the local letters were the easiest in terms of readability whereas the local letters were the most difficult; (3) and the national letters contained the most compliance-gaining appeals, as well as explanation and warning appeals, while the local letters concentrated on explanation appeals. These differences probably exist because national letters are most likely written by professionals while local letters are most likely written by professionals while local letters are most likely written by professionals while local letters are most likely written by professionals letters because of their proximity to their constituency. (References, charts, and Wiseman and Schenck-Hamlin Typology are appended.) (ARH)

and Schenck-Hamlin Typology are appended.)
(ARH)

ED 291 118

Segman, John D.

The Rhetoric of the Ansmal Report: A Comparison of How Healthy and Troubled Corporations Communicate to Their Shareholders.
Pub Date—Nov 87

Note—33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MPBI/PO12 Plus Postage.
Descriptors—"Business Correspondence, Business English, "Language Styles, Language Usage, Letters (Correspondence), "Narration, "Organizational Communication," Rhetorical Criticism Identifiers—Business Research, "Narrative Text, Organizational Communication, "Rhetorical Criticism Identifiers—Business Research, "Narrative Text, Organizational Culture, Organizational Research, Stockholders, Technical Communication in order to compare how healthy and troubled corporations communicate with their shareholders, a study examined the narrative of the 1982 annual report of 50 of America's best-run corporations (as compiled by Thomas Peters and Robert Waterman for their book, "In Search of Excellence"). The focus was on the letter to the stockholders—the best-read section of an annual report. Close examination of the rhetorical language revealed the following categories of narrative theme: (1) blamers, who place the responsibility of the year on external factors; (2) equivocators, who are ambiguous in presenting themes; (3) futurists, who express optimism about the future; (4) inventors, who discover unique ways to present optimism; (5) satisfiers, who considered less than candid: 32% were vaunters; 12% were equivocators; and 22% were vaunters; 12% were equivocators; and 22% were vaunters; 12% were equivocators; and 22% were

blamers. However, many corporations were careful to select optimistic themes with a message that neither boasted nor shirked responsibility—4% were furnists, 12% were satisfiers, and 18% were inventors. In sum, the major themes in the letters revealed positive expectancies created by the language. Further, the corporations, troubled or healthy, were individualistic and communicated differently, even when their performance was similar. (Sixty-two references and five tables of data attached.) (ARH)

CS 506 042 CS 506 04 Corder, Lloyd E. Charisma and Christianity: Is Jimmy Lee Swag-gart a Cynic? Pub Date—48 Note—21p.

-21p. Opinion Papers (120) — Reports - Re-Pub Type— 0, arch (143)

search (143)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—"Clergy, Content Analysis, Persuasive Discourse, Public Speaking, Religious Differences, Religious Organizations, "Rhetorical Criticism, Speeches, Television Identifiers—"Evangelical Christians, Rhetorical Devices, Rhetorical Effectiveness, "Swaggart (Jimmy)
Since the advent of cable television in the early seventies, the success of television evangelists in-

(Jimmy) Since the advent of cable television in the early seventies, the success of television evangelists including Oral Roberts. Jim Bakker, Robert Schuller, and Jimmy Swaggart has grown, both in terms of finances and in conversion of souls. Although many television preachers use similar strategies for getting donations, their backgrounds and messages are largely different. These preachers can be classified as evangelicals, fundamentalists, Pentecostals, or charismatics. Jimmy Swaggart, the television evangelist with the strongest following in America is, in religious terms, a charismatic, or neo-Pentecostal leader. When analyzed according to Max Weber's definitions of political leadership, Swaggart's leadership is also charismatic. An analysis of the continuity of the characteristics of political leadership gives further insight into Swaggart's charisma. In Windt's analysis, charismatic leaders: (2) are perceived as extraordinary; (3) arise in times of turmoit; (4) are part of a movement that contains contradictions that only faith in a leader can resolve. Swaggart's rhetoric contains many examples of all but the final of Windt's characteristics. This calls into question the idea that contradiction is an important aspect of charisma. (ARH)

Larson, Charles U. Denion, Robert E.

The Lossely Consumer: Advertising and Alienation.
Pub Date—May 86
Note—16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Allantic City, NJ, April 30-May 3, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—9 Advertising, "Alienation, Capitalism, Industrialization, Marxian Analysis, "Mass Media Effects, Political Socialization, "Quality of Life, Social Change, Social History, Sociocultural Patterns, Working Class
Identifiers—Advertisements, "Advertising Effectiveness

Identifiers—Advertisements, "Advertising Effectiveness.

Advertising plays on the broad feelings of alienation (defined as an individual's frustrated or estranged responses to economic and sociological phenomena which affect that individual's place in acciety) which are endemic to the American consumer society and are, in Marxist views, symptomatic of any capitalist system. By generating anxieties and dissatisfactions and then offering products as escape hatches, advertising fuels the cycle of consumerism. Modern advertising begin in the last half of the nineteenth century and was often targeted at the newly emerging consumer immigrant class who found earning and spending a way of combatting the loneliness of the ethnic ghetto. Contemporary electronic and print advertising furnishes many clear examples of five major types of alienation: (1) powerlessness; (2) meaningleseness; (3) normlessness; (4) isolation; and (5) self-estrangement. American consumption culture thrives on the results of this advertising, and will continue to do so until individual perceptions change and no nation needs to be number one in the world. (ARH)

ED 291 121 traubhaor, Joseph Boyd, Douglas A. doption and Use of Videocassette Recorders in the Third World.

ub Date—Nov 87 CS 506 044

Asoption and Use of Videocassette Recorders in the Third World.

Pub Date—Nov 87

Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Consumer Economics, "Developing Nations, "Diffusion (Communication), Government Role, International Trade, "Mass Media Effects, Media Research, Programing (Brondcast), Purchasing, Speech Communication, "Videotape Cassettes, "Videotape Communication, "Videotape Cassettes," Videotape Recorders Identifiers—Audience Research, Consumers, "Media Use, Third World, Video Distribution Systems Videocassette recorder (VCR) acquisition and use in developing nations is largely an individual or household decision, and their rapid diffusion is infuenced by several factors: price, and its variations due to government restrictions; income and income distribution; the content of broadcast television; the diversity of entertainment media available; and, for minority cultures, the degree to which audiences' languages and cultures are represented in the broadcast system. Because VCRs are an expensive acquisition, the marginal utility or informational-entertainment utility of purchases must be high for VCR purchase to take precedence over competing goods. This utility also seems related to systemic limits on information and entertainment, such as centralized broadcast structures that work against individual, ethnic, and regional variety in audience interests, or didactic propagandistic or educational system goals which frequently limit access to the entertainment content that audiences seem to desire. Also, increasing restrictions on trans-border program flow limits some kinds of individual, linguistic, and ethnic interests. (Fifty-three references are appended.) (MM)

ED 291 122 CS 506 046

ED 291 122 CS 506 046

Leroux, Neil R.

Attention-Shifting in Prederick Douglass.

Pub Date—Nov 87

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Document uses small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Communication Research, "Discourse Analysis, "Language Skills, "Persussive Discourse, Public Speaking, Rhetorical Criticism, "Rhetorical Invention Identifiers—Audience Awarenses, "Douglass (Prederick), Rhetorical Force, "Rhetorical Strategies.

(Frederick), Rhetorical Force, "Rhetorical Strategies.

A study explored rhetorical strategies and dynamics within a single speech delivered by Frederick Douglass on July 5, 1852 in Rochester, New York, which was considered by speaker and audience to be an Independence Day speech. An examination of the text suggests that Douglass embarked on a strategy of attention-shifting-turning the attention of the audience from an issue or belief to ideas that subsume the original issue. In an elaborate introductory section, Douglass shifted the attention of his audience from national celebration (on July 4th) to national mourning for Negro slavery. He then focused closely on the condition of the slaves at the time, and having established that, Douglass shifted attention from slavery as a regional problem to a national shame. Throughout these attention-shifts Douglass wove a thread of principle which united the entire message: the principle of true liberty. The attention-shift that provides insights into the inner workings of this particular discourse could become a paradigm of what is possible in a discourse, serving as an exemplary case which functions as a standard of evaluation, allowing the critic to see what a discourse can and ought to do and serving to judge other similar discourses. (NH)

ED 291 123 CS 506 048 Streff, Cruig R.
The Role of Inner Speech in a Liberal Arts Carriculum.
Pub Date—Nov 87
Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association

(73rd, Boston, MA, November 5-8, 1987).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Creative
Thinking, Critical Thinking, Curriculum Design,
Elementary Secondary Education, *Inner Speech
(Subvocal), Integrated Curriculum, Language
Arts, Liberal Arts, Logical Thinking, Speech
Communication

(Subvocal), Integrated Carriculum, Language Arts, Liberal Arts, Logical Thinking, Speech Communication Identifiers—Cognitive Domain, *Intrapersonal Communication, Intrapersonal Skills Inner speech, the process by which words are related to and converted into conceptual thoughts, is a topic of central importance within the field of speech communication, and the exploration of its role in the cognitive processes can facilitate the development of creative, logical, and critical thinking across the liberal arts curriculum. Four interdependent characteristics describe inner speech: silence; production of low levels of semantic elaboration; production of low levels of semantic elaboration; production of low levels of syntactic elaboration; and espocentricity. When examining the integration of inner language with the recent approaches in language arts teaching-functional (communicative), integrative, and process-several implications emerge. Teaching about inner speech facilitates 1) the learning of human communication as process; 2) the development of displacement, or the ability to transcend time and space via the word; 4) the development of semantic elaboration; 5) the development of syntactic elaboration; 6) the learning of contextuality; 7) the awareness of language arts as an integrated discipline; and 8) the development of appreciation for the human condition. Much effort in research, publication, and explanation must be undertaken before implementing an interdisciplinary curriculum, i.e., a liberal arts curriculum in which an understanding of the relation of thought and language undergird both what and how children think. (Thirty-four footnotes are attached.) (MM)

CS 506 050 ED 291 124

Furio, Brian J.

The Relationship between Instructor Behaviors and Student Perceptions of Control in the Class-

The Relationship between Instructor Behaviors and Student Perceptions of Control in the Classrooms.

Pub Date—[87]
Note—55p.
Pub Type—Reports - Research (143)
EDRS Price - MPDL/PC03 Plus Postage.

Descriptors—Affective Behavior, Affective Measures, "Classroom Communication, Classroom Environment, Classroom Research, Cognitive Processes, Cognitive Style, Communication Research, Helplessness, Higher Education, "Student Attitudes, Student Motivation, "Teacher Behavior, Teacher Influence, "Teacher Student Relationship Identifiers—Affective Response, Communication Behavior, Control Analysis, "Control Perception, "Student Perceptions of Teacher Employing learned helplessness theory as a trait orientation, a study examined the interrelationships existing between instructor classroom behaviors, student perceptions of control, and student behavioral responses in the college classroom. Subjects, 317 male and female undergraduate students who were enrolled in communication courses at West Virginia University, over a two day period, evaluated the class immediately preceding their communication class by completing a two-item measure of perceived control and a 24-item multidimensional-multiattributional causality scale (MMCS) measures of achievement-related attributions. State measures included the modified Behavioral Indicants of Immediacy (Bill) scale, teacher communication style (TCS), measures of teacher classroom were significantly related to both affective and cognitive learning; students perceiving lack of control over schievement-related behaviors demonstrated reduced affective and cognitive learning and reduced motivation to work and study. Findings suggest that the successful instructor is one who incorporates as many positive behaviors—such selve in a learning (environment. (Three tables of correlation coefficients are included, and ten pages of references are appended.) (MM)

ED 291 125

CS 506 051

ED 291 125

Cooper, Pursels J.

In er Out of the Pumpkin Shell? Sex Role
Differentiation in Classroom Interaction.
Pub Date—Nov 87

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association
(73rd, Boston, MA, November 5-8, 1987).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Communication, *Classroom Environment, Elementary Secondary Education, Instructional Materials, Language Usage, School Counselors, *Sex Bials, sex Differences, *Sex Role, Sex Stereotypes, *Teacher Attitudes, Teacher Influence, *Teacher Student Relationship

"Sex Role, Sex Stereotypes, "Teacher Attitudes, Teacher Influence, "Teacher Student Relationahip Identifiers—"Communication Strategies, Sexual Attitudes, Teacher Expectations Areview of research on sex role differentiation in classroom interaction reveals that women are marginalized from education by its content and by the classroom interactional processes. Sex-role stereotyping exists in curriculum materials at all educational levels, with textbooks more likely to portray boys in active roles and girls in passive roles. More stories are about boys or are illustrated with boys' pictures than with girls' pictures. Little space is given to the achievements of women, and sexist language is common. In addition to curriculum materials, students are exposed to sex-role stereotyped materials and advice in guidance counseling offices. In the classroom, teachers communicate sex-role expectations in various ways, including use of sexist language, calling on male students more often than on female students, and asking male students questions, while asking female students question, while asking female students questions requiring factual answers. Criticism of female students only the students of the compations of the control of the compations of the control of the control

CS 506 052 ED 291 126

ED 291 126
Truyex, Edward J.
Minorities and Mass Media Careers: Pipeline
Problems of the 1980s.
Pub Date—Jun 87
Note—47p.; Paper presented at the Invitational
Conference on Minorities and Communications
(Washington, DC, June 18-20, 1987.)
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Career Choice, Career Education,
"Employment Opportunities, "Equal Opportunities (Jobs), Labor Market, "Mass Media, Mass
Media Effects, "Minority Groups, Popular Culture, School Business Relationship
Identifiers—"Communications Occupations
Because there are too few minority mass media

Media Effects, "Minority Groups, Popular Culture, School Business Relationship Identifiers—"Communications Occupations
Because there are too few minority mass media personnel and minority media owners of newspapers, magazines, and radio stations today, large segments of our nations's minority populations are not kept adequately informed about their respective communities. A corollary of this situation is that the White-majority mass media audience is prevented from gaining a true sense of what life is like for millions of Blacks, Asians and Hispanica as well as other minority Americans. Although the overall mass communications job market offers openings for minority personnel, these openings are not easy fof ill. Several factors are responsible: (1) many talented members of minority groups go into other career areas; (2) journalism is not viewed by teachers or counselors as an area of opportunity for members of minority groups; (3) there are too few media role models; and (4) methods and attitudes found in both public and private educational institutions do not promote interest in communication careers for RE JUL 1988

minority students. If mass communication career interest is to be developed among minority Americans, elementary and junior high school students need to be made aware that career possibilities exist, and more minority teachers at all levels are needed to provide guidance and role models for minority students. (Fifty-four references within the end notes are attached.) (NH)

EA

EA 019 719 ED 291 127 BA 019 719
Bittle, Edgar H.
Due Process for School Officials: A Guide for the
Conduct of Administrative Proceedings.
National Organization on Legal Problems of Education, Topeka, Kams.
Pub Date—86
Notes—86

Canduct of Administrative Proceedings.

National Organization on Legal Problems of Education, Topeka, Kara.

Pub Date—86

Note—59p.

Available from—Publications, National Organization on Legal Problems of Education, 3601 S.W.

29th, Suite 223, Topeka, KS 66614 (\$9.95; \$1.50 postage and handling on each prepaid order).

Pub Type—Legal/Legilative/Regulatory Materials (990) — Guides - Non-Clasaroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, Administrator Guides, Administrator Responsibility, Administrator Role, Board of Education Role, *Court Litigation, Dismissal (Personnel), *Due Process, Elementary Secondary Education, Expulsion, *Hearings, Public Schools, *School Law, School Personnel, Student Rights, Suspension, Teacher Dismissal, Teacher Rights

In recent years the United States Supreme Court has ruled that the due process clause of the Fifth and Fourteenth Amendments protects the liberty and property interests of public school students and public employees. This guide examines the applicability to school boards and administrators of court decisions regarding due process proceedings. Following an introduction, sections of the guide discuss the following: (1) protected interests; (2) necessity for policies, rules, and regulations; (3) investigation; (4) notice of the charges; (5) procedural requirements of a hearing; and (6) hearing before an impartial decision-maker. In conclusion, administrators are advised that any time they deprive someone of the right to have something they have theretofore enjoyed, that action should trigger an administrative technique that will provide the person affected with notice of what is going to be done, and with the opportunity for the person to explain why the action should not be taken. Footnotes within the guide list 125 legal citations. Appendixes A-D contain the following sample notices: (1) notice of charges and a hearing to a student and her parents; (2) notice and recommendation to terminate a teacher's court

EA 019 745

EA U19 74: Leopardi, Linda M. And Others Policy. School Board Library Series, Volume 2. [Revised]. New Jersey School Boards Association, Trenton. Report No.—ISBN-0-912337-03-6

New Jersey School Boards Association, Trenton. Report No.—ISBN-0-912337-03-6
Pub Date—83
Note—76p; Portions printed on tinted paper.
Available from—Publications, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605 (39.95 prepaid).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—8 Administrative Organization, *Administrator Guides, *Board of Education Policy, *Codification, Elementary Secondary Education, *Governance, Policy Formation, Public School, Records (Forms), *School Districts, Worksheets Identifiers—New Jersey
By New Jersey law, school boards are required to develop written policies governing their operations as a public body and the operation of the school district. This guide is intended to give board members and administrators a working knowledge of the policy process in local school district governance. Provided are background information, step-by-step

instructions for developing policies, an action plan for district governance manual development, and a process for keeping a manual up to date. Bylaws are an internal mechanism for board organization and procedure. Four sample bylaws demonstrate content, format, language, indexing, and referencing. All local boards deal with the same policy topics: (1) community relations; (2) educational administration; (3) business and noninstructional operations; (4) instructional and support personnel; (5) students; (6) instruction, and (8) construction, remodeling, and renovation. Nine sample policies are provided. A sample action plan is provided for a district that lacks many policies and is embarking on a manual development project. The appendix contains the New Jersey School Boards Association codification system, divided into eight sections, each with its own index, identifying number, and descriptive title. (MLF)

ED 291 129 EA 019 775

Achilles, C. M.
Support for Clinical Experiences in Educational
Administration Preparation Programs.
Pub Date—Oct 87
Note—10p.; Paper presented at the Annual Meeting of the University Council on Educational Administration (Charlottesville, VA, October
30-November 1, 1987).
Pub Type—Reports - Descriptive (141) —

ministration (Charlottesville, VA, October 30-November 1, 1987).

Pub Type— Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Pestage.

Descriptors—*Administrator Education, Elementary Secondary Education, *Experiential Learning, *Field Experience Programs, *Internally Programs, *School Administration School administration is an applied field requiring synthesis of ideas from diverse sources and application of these ideas in skillful practice. Administrator preparation programs must include opportunities for new administrators to practice their craft in non-treatening environments and ahare experiences with peers while being supervised by recognized experts. This paper attempts to (1) identify ways to provide opportunities for clinical practice in administrator preparation programs and (2) stimulate others to consider innovative ways to support these expensive, but necessary experiential components. After defining various categories of commitment (institutional, local education agency, personal, professional, and societal), the paper explores possible sources of support linked to these categories. For example, the institution offering the preparation program has considerable responsibility for building a strong clinical program through adequate budgeting, contracts and partnerships with local school systems, generation of new funding, and other means. Local education agencies can express commitment by reserving funding to fill a few teaching and central office positions through rotating internships. Individuals might seek specific internship experience before entering a preparation program, and externing aperices committed to clinical practice for administrators. (MLH)

ED 291 130

A View from the limited to English of the School of the commitment of the positions from the colinical practice for administrators.

and external agencies commined to dumbar plastics and external agencies commined to dumbar plastics.

A View from the Inside. A Report of the Select Sensinar on Teacher Evaluation (Albam), New York, February 14, 28, March 14, 1985; Renssaelerville, New York, April 14-15, 1985).

Capital Area School Development Association, Albany, NY; Greater Capital Region Teacher Center, Albany, NY; State Univ. of New York, Albany, School of Education.

Pub Date—Jan 86

Note—26p.; Also sponsored by the Evaluation Consortium, School of Education, State University of New York at Albany and the Greater Capital Region Teacher Center.

Available from—Publications, The Capital Area School Development Association, Husted 211, State University of New York at Albany, 135 Western Ave., Albany, NY 12222 (33.50).

Pub Type—Collected Works—Proceedings (021)—Reports Descriptors—Padministrators, "Cooperation, Elementary Secondary Education, Participative Decision Making, "Professional Autonomy, "Teacher Evaluation, "Teaching Conditions Identifiers—Collegiality, "New York (Albany) Although teachers and administrators have been

treated as subject matter for numerous major reports on American education, seldom have they been asked to analyze their own situation and to propose their own solutions. This report presents the observations and recommendations of the Select Seminar on Teacher Evaluation comprised of 9 master teachers and 9 competent administrators from 18 school districts near Albany, New York. While individuals expressed some disagreement after the five-day seminar, a surprising amount of consensus was reached. Eight observations are presented: (1) teachers are undervalued, enjoying minimal financial or other rewards; (2) most current teacher evaluation practices are ineffective; (3) the public is generally uninformed about evaluation practices; (4) evaluation is often an adversarial process; (5) some evaluators may be unqualified; (6) evaluation fractices vary by district; and (8) each district needs a set of shared beliefs. Recommendations to districts include: (1) establishing plans for improving seacher compensation; (2) recamming and changing current evaluation practices; (3) putting value into evaluation responsibilities; (6) differentiating evaluation responsibilities; (6) differentiating evaluation tresponsibilities; (6) differentiating evaluation production of the district budget for staff development. (MLH)

ED 291 131

EA 019 789

A View from the Inside: A Report of the Select Seminar on Needs of Beginning Teachers (Albany, New York, April 30, May 21, 1987);
Resonaelerville, New York, June 7-9, 1987).
Capital Area School Development Association, Albany, NY; Greater Capital Region Teacher Center, Albany, NY; State Univ. of New York, Albany, School of Education.
Pub Date—Jun 87

Note—25p.
Available from—Publications, The Capital Area School Development Association, Husted 211, State University of New York at Albany, 135
Western Ave, Albany, NY 12222 (38.00).
Pub Type—Collected Works - Proceedings (021) —
Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Elementary Secondary Education, High Risk Students, *Needs Assessment, *Participative Decision Making, *Teacher Orientation, *Teaching Conditions ED 291 131 EA 019 789

Making, "Teacher Orientation, "Teaching Conditions Identifiers—Collegiality, "New York (Albany) Attempting to address the unique situation of beginning teachers and respond to increasing interest in teacher training, certification, support systems, and teacher empowerment, the Select Seminar for Beginning Teachers drew together 11 new teachers, 4 returning teachers, and 5 administrators from 16 achool districts in upstate New York. This divergent group met over a three-month period to reflect on the first year of teaching. Participants identified the problems and frustrations plaguing new teachers, discussed ways to support neophytes, and prepared recommendations to serve as guidelines for districts planning induction and support programs. The report lists five observations, including the need for (1) induction and support programs. The report lists five observations, including the need for (2) induction and support programs, and the community; (3) support systems containing carefully sequenced activities and behavior of the social and emotional needs of beginning teachers. Recommendations are growth-oriented supervision and evaluation practices; and (3) recognition of the social and emotional needs of beginning teachers. Recommendations are provided concerning entering the profession, supporting new teachers, managing classrooms, and measuring beginning teachers frogress. The last section treats the deleterious effects of at-risk students on first-year teachers well-being. Several recommended considerations are also included. (MLH)

ED 291 132

Education, Key to Economic Growth. Recent Major Education Initiatives in Support of Economic Development in New York State.

New York State Education Dept., Albany.

Pub Date—Sep 37

Note—21p.; For the 1986 report, see ED 273 016.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Economic Change, *Economic De-

velopment, *Education Work Relationship, Ele-mentary Secondary Education, Higher Educa-tion, *Labor Force Development, *School Business Relationship, *State Action, State Legis-lation, Technological Literacy Sentifiers—*New York

lation, Technological Literacy Identifiers—"New York
This report describes new major education initiatives to enhance economic development in New
York State. The 1970-1987 period has seen dramatic change in the labor profile impelled by technological and market forces transforming the economy. Apart from some fairly stable sectors, the state economy is characterized by a shift from manufacturing to services and high technology goods, the rapid growth of producer and information services, the growth of small businesses, and the increased automation of production. These changes have produced a decline in blue collar jobs and a significant growth in services, wholesale and retail sales and finance, insurance, and real estate. To strengthen human resources for economic growth in the face of technological advances and increased competitions, the state needs to upgrade three kinds of instruction: (1) basic literacy, computing skills, and liberal arts; (2) occupational skills and career education; and (3) professional preparation for critical areas such as medicine, engineering, and teaching. The state must also help schools address absenteeism, dropping out, and antiachool behavior and increase business and industry's access to university research centers. The report describes 8 initiatives aimed at developing a skilled work force and 25 other programs to strengthen the educational foundation of economic development. Future steps, including model programs for economically distressed areas, are also outlined. (MLH)

ED 291 133

Gorton, Richard A.

The Administrative Internship: Site and Supervisor Selection.

sor Selection. ub Date-Oct 87

into Jacobs 10 to 10 to

ub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)

Liboration of the Administrator Education, Administrator Education, Administrator Education, Administration, Higher Education, Flucturality Programs, Supervision Identifiers—"Administrative Internship Programs, "University Council for Educational Administra-

*University Council for Educational Administration
The focus of this study was on determining: (1) the extent to which departments of school administration and supervision that are members of the University Council for Educational Administration (UCEA) have formulated criteris for selecting appropriate sites for administrative internships; (2) the process used in applying those criteris, and (3) the nature of the selection criteria and process. A total of 38 institutions (79 percent of the UCEA institutions) provided useable information about the selection criteria and process. Content analysis was used to examine the data received from the institutions. Only 7 institutions provided evidence of formal criteria, 7 stated that they were using some type of informal criteria, and 24 reported no criteria whatsoever for the selection of sites for internships. A total of 30 institutions did not identify any criteria that they were using for the express purpose of selecting appropriate consite supervisors, 6 had formal criteria, and 2 had informal criteria. The appendixes contain copies of the inquiry used in the initial request and the followup letter and separate proposals for the selection of possible internship sites and onsite supervisors. (MLF)

ED 291 134

EA 019 845

ED 291 134 EA 019 845 Kline, Will.

erson Parish Principals' Instructional Leader-ip Project, 1984-87. Date—87

ship Project, Dev.

Pub Date—87

Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Poetage.

Descriptions—Administrator Role, Elementary Secondary Education, *Instructional Leadership, *Leadership Training, Management Development, *Peer Groups, *Principals, Public Schools, School Effectiveness, Workshops

Identifiers—Effective Schools Research, *Jefferson

Pariah Public Schools LA
A long term leadership development project for
Jefferson Parish, Louisiana principals is outlined in
this paper. The project model emphasized peer networking as a primary process component for developing instructional leadership of principals. In the
first year, three activities were implemented: (1)
concerns-based meetings; (2) a workshop series; and
(3) the institution of a Principals' Planning Commisties (PPC). In the meetings, small groups of about 8
principals, drawn randomly from the pool of 84
principals, shared their concerns. The workshops
were scheduled to combine principals' concerns
with the "Effective Schools" agenda. The PPC developed the Peer Team Project. All principals were
organized into peer teams of seven members each
and assigned to visit each member's school during
the year. The Peer Teams were then organized into
Cluster Groups, composed of three teams each, required to meet on a scheduled basis during the year
to address issues of common concern. In response to
third year activities, the PPC devised a general reorganization of the project along lines of high school
feeder schools that has led to the creation of new
entities and activities, focused on communities. The
proper focus of leadership development programs
may lie in addressing the human needs associated
with the role rather than instructional needs. (MLF)

ED 291 135

ED 291 135 EA 019 846 Garland, Virginia E.
Needs Assessment Models for Administrators and
Supervisors of the Teacher Evaluation Process.
Pub Date—Nov 87

Note—13p.; Paper presented at the Annual Meet-ing of the National Council of States on In-Service Education (San Diego, CA, November 20-24, 1987)

ub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, Elementary Secondary Education, "Evaluation Methods, "Instructional Improvement, "Instructional Leadership, "Needs Assessment, Organizational Climate, Research Methodology, School Surveys, Supervisors, Teacher Administrator Relationship, "Teacher Evaluation

Supervisors, Teacher Administrator Relationship,
"Teacher Evaluation
This report presents three needs assessment survey models that are designed to improve the process
of teacher evaluation. The surveys, which were field
tested in a large urban school district, address ways
administrators can qualitatively differentiate between "good" and "excellent" teaching, or "goor"
and "unsatisfactory" teaching, and be able to improve teaching performance within the evaluation
process. The "Garland Administrator Needs Asseasment Survey" focuses on evaluation techniques
employed by individual supervisors. The Likertscaled 42-tiem questionnaire includes topics that
range from the nature of preobservation conferences to the types of narrative comments given the
teacher. The organizational and social climate of the
school or district is evaluated in the "Administrator
Attitudes Questionnaire," which is a Likert-scaled
53-item survey. The questions relate to the nature of
teacher meetings, the enforcement of school rules,
the establishment of job security, and the kinds of
teamwork activities. Additionally, the instrument
gauges personal attitudes regarding opportunities
for growth and professional development. The "Administrator Needs Assessment Open Ended Questions" is a follow-up model to the two surveyinstruments. Ten open-ended questions encourage
supervisors to give their professional views of the
evaluation instrument used in their district, the data
collection methods used during observations, and
the kinds of inservice workshops they believe would
be helpful in teacher evaluation. The three instruments, which are appended, comprise three-fourths
of the report. (Author/CJH)

ED 291 136 EA 019 847 Shipman, Fred C. Student Stress and Suicide. National Association of Secondary School Princi-pals, Reston, Vs. Pub Date—Dec 87

Note-11p. Available from vailable from—Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 (\$1.25; quantity discounts).

Journal Cit—The Practitioner; v|4 n2 Dec 1987

Pub Type— Collected Works - Serials (022) —

Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, "Crisis Intervention, High School Students, Newaletters, "Prevention, Program Development, "School Responsibility, Secondary Education, Stress Management, Student Problems, Student School Relationship, "Suicide Suicide is the second (behind accidents) leading cause of death for 15 to 24-year-olds. Schools are in a unique position to make a difference in suicide prevention by addressing three distinct phases of the problem: prevention, intervention, and post factum. Factors are identified that have a direct bearing on level of risk and should be carefully incorporated into a suicide prevention planning effort. The goal of intervention is to identify at-risk youth early and to coordinate school resources to continue an active role of intervention until stability has been achieved. Each school will need to adopt plans and procedures to cope with the crisis of a student suicide. Excerpts from the suggested procedures for schools in Fairfax County, Virginia, highlight steps to take when a suicide prevention programs in Fairfax County and in the Quakertown Community School District, Pennsylvania, illustrate what schools can do to prevent solicide. Additional resources are listed. (MLF)

EA 019 848

ED 291 137

ED 291 137 EA 019 848
Freshour, Frank W.
Listening Effectively.
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Nov 87
Note—7p.; Blue print on colored paper may affect reproducibility.
Available from—Publication Sales, NAESP, 1615
Duke Street, Alexandria, VA 22314 (\$2.50).
Journal Cit—Streamlined Seminar; v6 n2 Nov 1987
Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022) — Tests/Question-naires (160)

naires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Body Language, Elementary Educa-tion, *Listening Habits, *Listening Skills, Organi-zational Communication, Profiles, *Verbal

rational Communication, Profiles, "Verbal Communication Research indicates that people spend roughly 45 to 65 percent of their waking moments listening to tother persons. To help administrators improve their listening effectiveness, a format to develop a profile of personal listening styles is provided. The strengths and weaknesses of six different listening styles are explored along with ways to overcome had listening include the following: (1) recognize good listening include the following: (1) recognize to speaker; and (3) concentrate on grasping the speaker's central message and then follow its development. In addition to words, tonality and body language also play an important part in communication. Within the framework of an organization, studies suggest that only 20 to 25 percent of the information issued at the top of the organization filters down to the bottom. Eight reasons for this breakdown are cited. (MLF)

EA 019 857 ED 291 138

Daresk, John C. Liu, Ching-Jen High School Principals' Perceptions of Their In-structional Leadership Behavior.

structional Leadership Behavior.
Pub Date—Apr 85
Note—22p.; Faper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Pub Type—Reports-Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administrator Characteristics, "Behavior Patterns, "High Schools, "Instructional Leadership, "Principals, "School Effectiveness Identifiers—"Ohio
Previous research on principals as instructional

Identifiers—"Ohio
Previous research on principals as instructional
leaders has been confined mostly to elementary
schools and has disclosed little information regarding the specific behaviors used by principals in instructional leadership roles. This study focuses on
high school principals' behaviors and attempts to
determine the behavior differences between principals of "effective" and regular high schools and the
effects of selected variables (school size, years of
experience, and number of assistant principals) on
the behaviors of principals in effective schools. Survey methods were used to collect data from a ran-

dom sample of 200 Ohio high schools. Principals and chairpersons of 107 schools participated. The study used a three-part instrument designed to gain background information, respondents' perceptions concerning the presence or absence of effective school factors, and measure the extent of principals' engagement in various direct and indirect instructional leadership behaviors clustered into five separate scales: staff development, teacher supervision and evaluation, instructional facilitation, resource acquisition and building maintenance, and student problem resolution. All principals indicated that they at least sometimes engaged in all 30 behaviors included in the Instructional Leadership Behavior Questionnaire (ILBQ). High school principals tend to engage in more indirect than direct instructional leadership activities. Overall LLBQ scores were higher for principals from "effective" high schools. Included are 22 references and an appendix listing instructional leadership behaviors reported by high school principals. (MLH)

EA 019 860 ED 291 139 ED 291 199
Budgeting, School Business Management Hand-book Number 3. Revised.
New York State Education Dept., Albany. Bureau of Educational Management Services.

Pub Date—87

Note—43p.

Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—Administrator Guides, Board of Education Policy, "Budgeting, Educational Finance,
Elementary Secondary Education, Financial Audits, "Legal Responsibility, Public School

School Accounting, "School Districts, School

*School Accounting, *School Districts, School Funds
Identifiers...*New York
The budgeting handbook for school districts in the
State of New York was first published in 1955. This
latest revision is designed to address a number of
significant changes that have occurred recently in
the sres of school finance and management. It is
also designed to provide a basis for the establishment and maintenance of budgetary systems in
school districts that will comply with statutory requirements, yet will allow sufficient flexibility to
accommodate the needs of the individual school
district. The document, intended to provide general
guidelines regarding budgetary practices rather than
a detailed plan for budget development, is organized
in the following chapters: (1) budget policy; (2) legal
aspects; (3) a budget planning guide; (4) budget process; (5) budget implementation; (6) other funds; (7)
reserves; (8) independent audit; (9) fund balance;
and (10) automation of budgetary and accounting
processes. Legal references to state laws are cited.
The appendizes contain the following: (1) sample
budget calendar and deadline dates; (2) sample budget development planning guide; (3) a description of
board of education responsibility for determination
of ordinary contingent expenses; and (4) a Formal
Opinion of Counsel No. 213 on a number of issues.
(MLF)

EA 019 862

ED 291 140

Eisemon, Thomas Owen

Benefiting from Basic Education in Developing
Countries: A Review of Research on the External
Efficiency of Educational Investments, Special
Studies in Comparative Education, Number Twenty.
State Univ. of New York, Buffalo. Comparative Ed-

ucation Center. Report No.—ISBN-0-937033-10-3 Pub Date—Jul 87

Pub Date—Jul 87
Note—85p.
Pub Type—Information Analyses (070) — Reports
- Evaluative (142)
EDBS Prics - MPBI/PC04 Plus Postage.
Descriptors—"Basic Skills, "Developing Nations,
Economic Change, Economic Development,
"Educational Economics, Elementary Secondary
Education, Family Planning, "Foreign Countries,
Foundations of Education, Human Capital, Human
Resources, "Literacy, Living Standards,
Modernization, Productivity, Resource Allocation, Values

Modernization, Prouseway,
tion, Values
The effectiveness and efficiency of basic education in the Third World has aroused considerable
debate. This publication provides a comprehensive
overview of the literature on various aspects of
Third World basic education. The literature review
has been divided into four sections corresponding to
the different domains of school outcomes: (1) the

modernizing effects of schooling; (2) the effects of school-acquired literacy and numeracy on cognition; (3) the relationship between schooling and employment, earnings and productivity; (4) the relationship between schooling and such benefits as health, nutrition, and fertility control. A critique of the traditional "rate of return" analysis is also provided. The survey draws four major conclusions: that schooling may foster the adoption of modern values and beliefs that change perceptions of self and society; that school literacy fosters profound cognitive changes in the ability to employ and manipulate formal logical structures in reasoning with and from printed texts; that schooling may increase productive capacities, equipping individuals with skills valued in wage/salary employment and related to the production of foodstuffs with products and processes of modern technology; and that school participation improves health and lowers fertility mainly through these other combined effects. A list of 107 references is included. (TE)

Teacher Transfers and Classroom Disruption. A Study of Teacher Reassignment in the Chicago Public Schools, 1980-1983.
Chicago Panel on Public School Finances, IL. Pub Date—Jan 84
Note—Sée. EA 019 867 ED 291 141

Note-86p. Pub Type—Reports - Research (143) — Numeri-cal/Quantitative Data (110) EDRS Price - MF01/PC04 Plus Postage.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Declining Earnollment, Elementary Secondary Education, a Employment Patterna, Enrollment Trends, "Faculty Mobility, Reduction in Force, Relocation, School Closing, School Demography, "School Statistics, "Teacher Supply and Demand, "Teacher Transfer, Urban Schools Identifiers—Chicago Public Schools II.

This study describes the reassignments of regularly assigned classroom teachers in the Chicago Public Schools from 1980 to 1983, focusing on those schools with the highest number of transfers of regular teachers to other schools or assignments. In 16 high schools, the turnover was primarily due to declining enrollment, whereas in 12 achools, enrollment and faculty size did not vary significantly, but each had a high level of turnover during at least one of the years studied. The four schools with high turnover all three years (Austin, South Shore, Robeson, and Phillips) are examined more closely. Finally 21 school-comprising 7 small or specialized schools, for occational / trade schools, and 8 scademic schools—had consistently low numbers of transfers such year. A majority of the elementary schools experienced minimal turnover, the highest occurring in 1981-82, when 20 schools were closed and number of new programs were introduced due to a desegregation plan. Forty-nine schools experienced in more of new programs were introduced due to a desegregation plan. Forty-nine schools experienced in more of the transfers in at least one year, of which 12 schools closed and 10 experienced sharp declines in enrollment and consequent reductions in force. Eleven schools had enrollment declines of more than 100 students but other factors were also involved, and in 9 schools new programs were introduced. The final section describes the management of transfers of regular teachers. The study found that the number of transfers made after the beginning of the school you in 1982-83. Appended are extensive tables an

ED 291 142 EA 019 868

Greer, James L.
Revenue Short Falls at the Chicago Board of
Education, 1970-1984.
Chicago Panel on Public School Finances, IL.
Pub Date—85

Pub Date—85
Note—172p.; Some tables contain small print.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Budgets, *Educational Finance, Elementary Secondary Education, Expenditure per
Student, Federal Aid, *Financial Support, Inflation (Economics), *School Funds, *School Taxes,
State Aid, State School District Relationship, Tax
Allocation

Identifiers-*Chicago Public Schools IL

RIE JUL 1988

47

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A study analyzed the revenues of the ChicagoPublic Schools since 1970; all the relevant data on
these revenues are compiled in this document,
which presents a comprehensive picture of the finances of the Chicago Public Schools. In response
to a fiscal crisis that has continued since 1979-80,
the Chicago Board of Education has cut its staff by
nearly 18 percent, but the state legislature also cut
the board's revenues by \$40 million at the same
time. For the last three years, the board has
achieved a balanced budget by a series of one-time
"gimmicks" to fill the gap between anticipated revenues and planned expenditures. The projected deficit for 1984-85 is now \$171 million, primarily
because revenue is expected to be \$125 million
lower for the following year. Accordingly, its seemed
appropriate to examine revenues of the board from
all sources, local, state, and federal, in this document. Major findings are as follows: (1) since 1978;
total revenues have risen slowly: (2) the board's total purchasing power fell by 16.5 percent due to
inflation; (3) local revenues have been static since
1972; (4) state aid has declined steadily since 1978
in constant dollars; (5) federal aid has kept pace
with inflation, but educational programs have been
dinastically cartailed; (6) per student support, adjusted for inflation, has declined 19 percent since
1978; (7) Chicago stands sixth among eight major
cities in per student revenues, but its balance of
state/local revenues is comparable to that of other
cities; (8) suburban Chicago districts have higher
local tax rates and higher per student revenues and
their share of state aid has increased since 1990; and
(9) the school property tax burden has lagged behind inflation. The report concludes with recommendations to reverse the deterioration of public
school funding and to restore federal support for
deducational programs to 1980 levels. Thirty-five tabelatenesses.

ED 291 143

88

EA 019 869

Publishmer, Jerry
The Effect of a "C" Average Grade Requirement on
the Dropout Rate of Extracurricular Activities in
the Aachorage Public Schools.
Pub Date—Dec 87
Note—27p.; Requirements for Ed 627, Universit

the Aschorage Pablic Schools.

Pub Date—Dec 87

Note—ZPp; Requirements for Ed 627, University of Alaska at Anchorage.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Batracurricular Activities, "Grade Point Average, Gradea (Scholastic), "School Statistics, Scondary Education, Student Characteristica, Student Motivation

Identifiers—"Anchorage School District AK

The purpose of this study was to determine if extracurricular activity participants in the Anchorage (Alaska) School District were dropping out of school at a greater rate as a result of having to meet a "C" average grade requirement for participation. Subjects of the study were all students in grades 9 through 12 who participated in extracurricular activities while enrolled in the Anchorage School District during the 1985-86 and 1986-87 school years. Using enrollment data converted to percentages, the study showed that the dropout rate of extracurricular participants had not increased. Only one percent of all extracurricular activity participants dropped out of school because of an inability to maintain a "C" average. It was concluded that the "C" average grade requirement had not caused an increase in the dropout rate of extracurricular activity participants. (Author/TE)

ED 291 144 EA 019 876 Sonnek, Ida Mue Minnesota School Effectiveness Program. End of EA 019 870

Missesots School Effectiveness Program. End of Year Report.
Missesots State Dept. of Education, St. Paul. Evaluation Section.
Pub Date—Aug 85
Note—26p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Schools Effectiveness, "Educational Assessment, "Educational Cooperation, Elementary Secondary Education, Group Discussion, "Interprofessional Relationship, Problem Solving, Program Descriptions, "School Effectiveness, "State Programs, Teacher Administrator Relationship, Teacher Administrator Relationship, Teamwork Identifiers—Collegiaity, Minnesota, "Minnesota School Effectiveness Program
In April 1984, 26 achools were selected as pilot sites for the Minnesota School Effectiveness Pro-

gram (MSEP). A leadership team composed of four teachers, the building principal, and a district office representative from each site participated in a week-long training session sponsored by the Minnesota Department of Education. In August 1984, school effectiveness activities were begun in each pilot site under the guidance of the leadership team, and each pilot site was asked to maintain a monthy log to document the development and implementation of its program. Based on information obtained from these logs and from surveys and interviews with the leadership teams at each pilot site in April and May 1985, this report summarizes and evaluates the results of these school effectiveness programs. Processes used included the nominal group process, force field analysis, conflict management, problem-solving techniques, and the personal profle. The latter was cited by the pilot site faculty as the most significant process for fostering support for school effectiveness efforts. Substantial similarities emerged in the perception of the respondents about most aspects of MSEP; collegiality and professional discussion among faculty and staff were identified as the major positive outcomes, while time and faculty involvement appear to be the most critical variables in the school effectiveness efforts to date. Given the apparent success in implementing these programs at the 26 pilot sites, recommendations are provided for the Minnesota Department of Education to continue and expand their support for school effectiveness efforts. Appended is a sample survey used to determine year-end perceptions of MSEP by a pilot site leadership team. (TE)

ED 291 145 EA 019 871

Druion, Greg And Others School Improvement Research Series. Research You Can Use. Northwest Regional Educational Lab., Portland,

Northwest Regions Oreg.
Oreg.
Spons Agency—Office of Educational Res and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0006
Volume 74n: For selected individual section

Contract—400-98-0006 Note—75p.; For selected individual sections, see ED 255 411 and EA 019 872-873. Available from—Office of Marketing, Northwest Regional Educational Laborstory, 101 S.W. Main Street, Suite 500, Portland, OR 97205 (334.95 prepaid, includes series binder for all five series

Street, Suite 500, Portland, OR 97205 (534.95) prepaid; includes series binder for all five series issues).

Pub Type— Collected Works - Serials (022) — Information Analyses (070) — Collected Works - Genral (020)

EDRS Piele - MP01/PC03 Pias Postage.
Descriptors—Educational Environment, Educational Improvement, Elementary Secondary Education, "Grouping (Instructional Purposes), "High Risk Students, "Homework, Program Descriptoras, Research Needs, "School Effectiveness, Writing Instruction
This locae-leaf compendium, the first in a projected series of five, includes three types of brief research summaries: "topical synthesis," close-ups, "and "snapshots." The single topical synthesis, by Greg Druian and Jocelyn A. Butter is entitled "Effective Schooling Practices and Al-Risk Youth: What the Research Shows." Close-ups consist of brief definitions and essential research findings on the following topics: "Homework" by Jocelyn A. Butter, and "Instructional Grouping in the Classroom" by Beatrice A. Ward. Snapshots describe effective practices currently in place at various school districts throughout the country. Four are included: "Cooperative Learning: Independence High School" by Jocelyn A. Butter, and "Grouping for Massery: Johason City Central School District" by Jocelyn A. Butter, Included in this document also is a 20-page booklet entitled "Effective School Practices: A Research Synthesis." Findings are organized in three sections: the classroom, the school building, and the district, each with several subsections summarizing findings and citings surce consumeration from the consumeration of the consumeration of the consumeration of the country of the consumeration of the country of the consumeration of the country o raphy. (TE)

ED 291 146
Druin, Greg Butler, Jocelyn
Effective Schooling Practices and At-Risk Youth:
What the Research Shows, School Improvement
Research Series Topical Synthesis #1.
Parional Educational Lab., Portland,

Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0006

and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0006
Note—14p.; In: School Improvement Research Series. Research You Can Use; see EA 019 871.
Available from—Office of Marketing, Northwest
Regional Educational Laboratory, 101 S.W. Main
Street, Suite 500, Portland, OR 97204 (32.75;
quantity discounts).
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Compensatory Education, "Educational Environment, Elementary Secondary Education, "High Risk Students, "Instructional Effectiveness, "Program Effectiveness, Program Evaluation, Remedial Programs, "School Effectiveness processes, and procedures that generally result in effective, high-quality education will also achieve results with at-risk youth. After an extended introduction that raises this question, the key characteristics of effectives, reshected in a variety of classroom activities and management techniques. Next, conditions associated with at-risk students are identified, and successful strategies for at-risk students are discussed. Research findings on these strategies are grouped into three categories: (1) federally funded studies, (2) pull-out programs (autonomous programs that previde an experiential curriculum); and (3) classroom-based studies. The primary commonalities of successful programs for at-risk youth include a strong level of commitment on the part of the instructional staff, strong leadership, and small program size. The paper concludes by assessing the relationships between research on at-risk youth substantially supports the findings of the effective schools researchers, suggesting that the high expectations, clear goals, coherent classoom management monitoring of student progress, and orientation toward learning that characterize effective schools researchers, suggesting that the high expectations, clear goals, coherent classoom management, monitoring of student progress, and orientation toward learning that characterize effective schools researchers, suggesting

ED 291 147 EA 019 873

Ward, Beatrice A.

Instructional Grouping in the Classroom. School
Improvement Research Series Close-Up #2.
Northwest Regional Educational Lab., Portland,

Instructional Grouping in the Classroom. School Improvement Research Series Close-Up #2. Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87
Contract—400-85-006
Note—17p; In: School Improvement Research Series. Research You Can Use; see EA 019 871. Pub Type—Information Analyses (070) EDRS Price - MF01/F001 Plus Postage. Descriptors—Academic Achievement, Elementary Secondary Education, "Grouping (Instructional Purposes), Homogeneous Grouping, "Instructional Perposes), Homogeneous Grouping, "Instructional Reflectiveness, Student Attitudes, Student Motivation, "Student Placement
The knowledge base regarding use of instructional grouping in the classroom includes findings from research on effective schools, effective teaching, student academic achievement, student perceptions of self and others, student motivation, student attitudes toward school, and student friendships and interactions in the classroom and school. A dominant theme in the research findings is that some types of instructional grouping contribute to more positive academic and affective outcomes for students. Other groupings, particularly stable, long-term groups based on student ability, have an adverse effect on students. This paper synthesizes this research, defining instructional grouping and describing the following approaches: learning cycle groups, cooperative groups, and long-term ability groups. Remaining sections focus on why instructional grouping is used, actions for effectivenes, acutions regarding use of instructional groups, and policy implications with respect to use of instructional grouping and describing the following approaches: learning cycle groups. Remaining sections focus on why instructional grouping and describing the following approaches: learning cycle groups, cooperative groups, and long-term ability proups. Remaining sections focus on why instructional grouping and describing the following approaches: learning cycle groups

Mertz, Norma T. McNeely, Sonja

EA 019 874 RIE JUL 1988

ol Administration: Gender, Position, and Dis-

-Nov 87

Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MFUL/PCDI Plus Postage.
Descriptors—*Administrator Characteristics, *Administrator Selection, Education, Fernales, Elementary Secondary Education, Fernales, School Districts, *School Statistics, *Sex Bias, Sex Discrimination

Districts, "School Statistics, "Sex Bias, Sex Discrimination
Identifiers—Tennessee
A 1987 study by Mertz, McNeely, and Venditti
revealed an increase in the number and percentage
of females in administrative positions in 44 of the
largest school districts in the United States from
1972 to 1986. This follow-up study investigates
whether the findings from the preceding study were
representative of the country as a whole or restricted to large achool districts. Accordingly, a proportional selection of 20 school districts in
rennessee were investigated-two urban, six suburban, five medium-size city, and seven rural districts—for 1972, 1982, and 1986. Data were
analyzed by individual district, type of district, and
the entire sample of 20 districts to see if there had
been changes in the representation of females in
each of nine administrative positions during this
period. Aggregated data (by position) for the entire
sample of 20 districts were compared with data from
urban districts to see the statistical effects of urban
districts. Although males continued to dominate administrative positions in all four types of district,
holding an average of 30 percent of the positions
from 1972 to 1986, results showed that the percentage of females increased steadily in urban and rural
districts, and irregularly in suburban and medium-city districts. These findings suggest that the
increasing number of females in administrative positions in large districts nationwide do in fact reveal
a general trend that is occurring in other kinds of
districts, albeit more slowly. Bar charts compare the
number of males and females by type of district,
while a table shown the results of t-tests to determine the significance of changes in numbers of female position holders by time period and type of
district. (TE)

ED 291 149

EA 019 67

Daniel, Larry G.

Teachers' Perceptions of the Emergence of a Middle School Culture: Studying How Culture Develops in Educational Settings.

Pub Date—Nov 87

Pub Date—Nov 87

Pub Date—Nov 87

EA 019 875

Develops in Educational Settings.

Pub Date—Nov 87

Note—76p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MP01/PC04 Plus Postage.

Descriptors—*Antitude Measures, Comparative Analysis, Construct Validity, Educational Change, Elementary Secondary Education, Hypothesis Testing, "Middle Schools, Organizational Climate, *Organizational Theories, *School Effectiveness, *Theory Practice Relationship Identifiers—*School Culture

Organizational theorists have viewed organizations as "mimi-societies" based upon commonly held cultural values and sasumptions, which may serve to revolutionize organizational practices or to bring about new organization structures. The middle school is an example of an educational institution that has arisen as a result of a particular set of bring about new organization structures. The mid-dle school is an example of an educational institu-tion that has arisen as a result of a particular set of cultural values and assumptions. To test various the-oretical assertions about organizational culture in educational institutions, this paper proposes con-ducting an empirical study of the middle school as en-tered to the study of the middle school as en-poused by its advocates in the professional litera-ture. Research instrumentation will be developed to determine the degree to which this ideal culture matches that found in selected middle schools. Two independent sample populations will be utilized. A pilot sample of 100 middle school teachers will gen-erate reliability and validity data. The data gathered from a second sample of 200 middle school teachers will be applied to the two research instruments. The instruments will sesses the degree of congruence between teachers' perceptions of the presence of various cultural elements in the middle schools in which they teach and the teachers' concept of the RIE JUL 1988 desirability of these factors in an ideal intermediate-level school. (A 64-item reference list is appended.) (Author/CJH)

ED 291 150

EA 019 877

ED 291 150

Marshall, Catherine
Using Sociolinguistics for Exploring Gender and
Culture Issues in Educational Administration.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of American Educational Reseach Association Special Interest Group, Research on Women in Education (Portland, OR, November 12-14, 1987).

1987).

Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Poetage.

Descriptors—*Administrator Qualifications, *Anthropological Linguistics, Educational Administration, Elementary Secondary Education,
Employed Women, *Equal Opportunities (Jobs),
Interpersonal Competence, *Language Skills, Research Needs, *Sex Differences, Sex Discrimination
Identifiers—*Microanalysis, *Organizational Cul-

tion
Identifiers—*Microanalysis, *Organizational Culture
This paper focuses on the role of language in understanding the inequality of male and female access to positions in educational administration. By applying techniques of sociolinguistics, the paper seeks to demonstrate the potential of the microanalysis of language for identifying the assumptions, norms, and values in the culture of school administration. As gender issue questions arose, studies revealed that more women than men designate education as their first career choice, that women attain administrative positions later in life than men, and that men schieve higher salary levels than their female counterparts. Recent research shows that the requirements of a male-oriented career have made women appear less competent and feel less comfort-able with entry administration. If such positions are available to women, the superintendency is not one of them. Sociolinguistic research can serve as a new tool for analyzing the contributions in language differences among men and women, as well as demonstrating that women administrative culture. A range of research agendas using linguistic analysis would reveal particular norms and patterns for the empirical grounding of a serious critique that would expand leadership theory to incorporate the values and experiences of women. Sixty-one references are apended. (CJH)

ED 291 151

EA 019 878

EA 019 878

Least, Desmond J.

Developing Student Leaders: Exemplary School
Activity Programs.
Oregon School Study Council, Eugene.
Pub Date—Dec 87
Note—38p.

Note—38c.

Note—38c.

Available from—Publication Sales, Oregon School

Study Council, University of Oregon, 1787 Agate

Street, Eugene, OR 97403 (35.00; quantity dis-

counts).

Journal Cit—OSSC Bulletin; v31 n4 Dec 1987

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MP61/F022 Plas Postage.

Descriptors—Comparative Analysis, High Schools, "High School Students, Leadership Training, Program Descriptions, School Administration, "Student Government, "Student Leadership, "Student Participation, Student Responsibility, Student School Relationship Identifiers—Oreson

School Relationship leantifiers—Oregon
This bulletin reports on five high schools that have effective, comprehensive student leadernhip programs. First, it reviews ways in which student coucils can enrich students' lives. In addition to having a positive effect on students' success in school and later life, involvement in student activity programs influences the way that students perceive their ability to change the conditions that affect them. Next, similarities and differences in the organization and operation of outstanding student governance programs in five Oregon high schools are described: Lake Oswego High School, West Lian High School, Sprague High School, Grants Pass High School, and Klamsth Union High School. Chapter 3 addresses the objectives and content of student leadership classes, while chapter 4 examines components of leadership training workshops. The conclusion lists

elements common to exemplary student leadership programs. (Author/TE)

ED 291 152

EA 019 879 ED 291 152
Duresh, John C., Ed. McComas, Robyn D., Ed.
Expanded Bibliography on Staff Development an
Inservice Education.
Pub Date—Jun 84

Note—76p. Pub Type— (131) - Reference Materials - Bibliographies

(131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrators, Doctoral Dissertations, Educational Research, *Inservice Education, Literature Reviews, *Management Development, *Staff De-

relopment
This bibliography is the result of a literature review directed exclusively at the issue of inservice education, or staff development, for experienced teachers, administrators, and other professional educators. The purpose was to examine, within the education, or staff development, for experienced teachers, administrators, and other professional educators. The purpose was to examine, within the time frame of 1977 through 1983, recently completed studies to identify predominant research designs, samples, data collection procedures, and purposes. The first section lists nearly 300 articles discovered in educational journals. Of these, only 34 are classified as reports of original research; the others are classified as descriptions of major issues in staff development and inservice education, descriptions and reports of trends in staff development and inservice, sharing of local successful practices and models, and syntheses of research and issues in staff development and inservice education. The second and largest section of this bibliography is a listing of more than 300 doctoral dissertations related to inservice education, staff development, or other similar and related topics completed between 1977 and 1983. The third section provides a number of papers and technical reports of studies and projects designed to examine selected aspects of the topic. The last section includes a listing of the titles of oboks and book chapters completed, for the most part, during the past seven years. In total, more than 900 citations are included. (MLF)

ED 291 153

ED 291 153

Shulman, Judith H., Ed. Colbert, Joel A., Ed.
The Mentor Teacher Casebook.

ERIC Clearinghouse on Educational Management,
Eugene, Oreg.; Far West Lab for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Nov 87
Contract—400-86-0009

Note—198p.

Note—198p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

Products (071)

EDRS Price - MF01/PC08 Plus Pestage.

Descriptors—Case Studies, *Cooperating Teachers, Elementary Secondary Education, *Interprofessional Relationship, *Master Teachers, *Mentors, Teacher Administrator Relationship, Teacher Bvaluation, Teacher Morale, Teacher Moivation, Teacher Orientation, *Teacher Supervision Identifiers—Los Angeles Unified School District CA

"Teacher Orientation, "Teacher Supervision Identifiers—Los Angeles Unified School District CA
This casebook, developed in collaboration with 22 mentor teachers in the Los Angeles (California) Unified School District, provides illustrative vigneties, written by the mentor teachers themselves, of their work with first-year teachers. The vigneties describe the circumstances of each event, its consequences, and the onagoing thoughts and feelings of the participants. All the vigneties are grouped by the principle illustrated or questions raised, and brief analytical commentaries by the editors accompany each case grouping. After an introductory explanation of the methodology, the vigneties in chapter 2 focus on the process of mentoring: establishing the working relationship, individual consultation, observing and coaching, and modeling frouped around issues such as confidentiality and evaluation, the appropriate match between the two roles, and continuity of support. Chapter 4 addresses issues affecting the life of a mentor: novice teachers and novice mentors, rewards, frustrations, relations with others, and friendships with other teachers. Each chapter concludes with an annotated bibliography. (TE)

EA 019 884

Effit, Thomas I.
School Climate.
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Feb 88

National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Feb 88
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615
Duke Street, Alexandria, VA 22314 (\$2.00 prepaid; quantity discounts).
Journal Cit.—Research Roundup; v4 n2 Feb 1988
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works-Serials (022)
EDRS Price - MP01/P001 Plus Pestage.
Descriptors—Educational Environment, Educational Facilities, Elementary Education, *Institutional Environment, "Organizational Climate, Organizational Communication, "Organizational Development, Parent School Role, School Soler, School Conditions

cipals, Questionnaires, "School Role, School Supervision, Teaching Conditions
Identifiers—"School Climate
This pamphlet reviews five recent research studies that focus on various key aspects of school climate, a popular metaphor that is difficult to define, measure, or manipulate. "The Search for School Climate, a Review of the Research," by Carolyn Anderson, surveys the full scope of school climate and the state of the Research," by Carolyn Anderson, surveys the full scope of school climate interature, concluding with a summary of the common findings that these diverse studies have yielded. "Elementary School Self-Improvement intrough Social Climate Enhancement," by Peter Coleman, emphasizes the importance of parent and teacher perceptions in school climate assessment and improvement. Carol Ann West's study addresses the "Effects of School Climate and Schools." The last two studies reviewed are "Elementary School." The last two studies reviewed are "Elementary School." The last two studies reviewed are "Elementary School Climate: A Revision of the OCDQ" (Organizational Development to Improve School Climate" by Gary D. and Denisc C. Gottfredson. (TE)

ED 291155

EA 019 885 ED 291 155

Khamis, Mon Having a Few Micros and a School Policy-Is It

Khamit, Mon
Having a Few Micros and a School Policy-Is It
Esough?
Pub Date—Sep 87
Note—14p; Paper presented at the Annual Meeting of the Australian College of Education and the
Australian Cosmeil for Educational Administration (Perth, Western Australia, Australia, September 27-October 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Computer Uses in Education, Elementary Education, Foreign Countries, "Microcomputers, Neighborhood Schools, "School
Policy, "Teacher Attitudes
Identifiers—"Australia
A sample of 81 Australian primary teachers was
surveyed in 1985 and a similar group of 55 teachers
was surveyed in 1987 in order to compare the numbers and variety of microcomputers purchased and
how teachers used them in primary schools. Data
were collected on teaching background, participation in inservice and preservice courses, and various
microcomputer applications in the classroom. In addition, teachers were asked to report on the extento which microcomputers were "actually" used and
how they "should be" used, and to identify factors
perorived as major barriers to effective implementation of the technology in their classrooms. Analysis
of the data revealed teachers felt interested and
challenged but had major reservations about their
abilities. They also reported that applications of microcomputers were restricted to drill and practice,
playing games, and as minor teaching adds. The
1945 and 1947 data revealed increases in the number of units in the schools and highlighted the need
to further develop teachers' competence and attitudes in order to increase their awareness of the
various applications of microcomputers in a school
setting, Five figures and one data table are included.
(Author /MLF)

ED 291 156

EA 019 887

Story, Vernon J.
Current Issues in the School Superintendency in
British Columbia. Report of a Study Carried Out
with the Assistance of the Association of British

Columbia School Superintendents and the Brit-ish Columbia Ministry of Education. Pub Date—Oct 87

Columbia School Superintendents and the British Columbia Ministry of Education.

Pub Date — Oct 87

Note—949.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Poetage.

Descriptors—Administrator Role, "Administrator Selection, Board Administrator Relationship, Career Change, Educational Change, Education, Superintendents Secondary Education, "Employment Patterns, Foreign Countries, Interviews, "Job Satisfaction, Politics of Education, "Superintendents

Identifiers—"British Columbia

This study investigated the school superintendency in British Columbia from 1979 through 1987, which has been a time of change from provincial to local employment of superintendents. Research explored the turnover and attrition among superintendents and the activities subsequent to their departure. Such demographic data were gathered from Ministry of Education records and from interviews with personnel. The present status of the superintendency, the circumstances of recent years, the scene across Canada, and future imperatives were investigated through indepth interviews of 42 respondents throughout British Columbia and from other provinces. Of the 129 individuals who held a superintendency for some time during the 9-year period, 66 reamin in the British Columbia superintendency. Twenty-one retired after full service and 45 went to other positions and activities on departure; only four have reentered since departure in this province. A position in the Ministry coll Education is no longer available as a career option for superintendents by the resulting have substitute of the position and its circumstances and demands, the future of the position is considered by examining key skills seen by the respondents as essential. The study identifies superintendents' perceptions of the position and its circumstances and demands, the future of the position and its circumstances and demands, the future of the position and its circumstances and demands, the future of the sposition is considered by examining key skills seen by the

EA 019 890

are included. (Author/CJH)

ED 291 157

Luna, Lonnie Lynn

The Local Control Index: A Proposed Model for
Classifying Types of Local Control As a Function
of Statutory Provisions.

Pub Date—Doc 86

Note—174p.; Doctoral Dissertation, New Mexico
State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (145)

EDBS Price - MP01/PC07 Plus Postage.

Descriptors—Constitutional Law, "Educational History, Educational Policy, Elementary Secondary Education, "Foundations of Education, Governance, Government School Relationship,
"Models, Political Science, "Politica of Education, "School District Autonomy, School Law,
State School District Autonomy, School Law,
The purpose of this study was to derive an operational definition of local control and to devise a
model, the Local Control Index, for classifying degrees of local control by using the education codes
of eight states—Arizona, California, Illinois, Mississippi, New Mexico, New York, Oklahoma, and
Texas. The Local Control Index consists of four
profiles—Professionalism, Finance, Control,
and Curriculum—which represent those areas usually included or excluded in state education codes. Political culture, constitutional law, and history form the
skeletal framework of the Local Control Index. After an introductory statement of the problem and
procedure, a review of the literature covers historiography of local control and its treatment from the
perspectives of political science, educational politics, and the courts. Local control is defined, accordingly, as the power of the electorate or community
to influence the legislation or policy-making process
of a given political culture. A conceptual framework
is thus developed for the Local Control Index, along
with instrumentation and a computational model.
The study concludes that local control

EA 019 914 ED 291 158

othereau, Elizabeth A.
teopening the Doors. A Guidebook for Plannin
the Future of Closed Schools. Target Top ollege of St. Thomas, St. Paul, MN. Community Education Center Education Center.

Spons Agency—Mott (C.S.) Foundation, Plint, Mich.

Pub Date—81
Note—39p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Centers, Community
Involvement, *Cooperative Planning, *Educational Facilities Planning, Elementary Secondary,
Education, Legal Problems, Needs Assessment,
School Buildings, *School Closing, *School Community Programs, School Community Relationship

munity Programs, School Community Relationship
As a result of declining enrollments and the associated need for budget reductions, many achool districts are confronting the issue of school closure. This guidebook presents an alternative to closing schools, namely, the option of transforming them into community centers and addresses the issues involved in cooperative planning with the community for such a move. The first section discusses the challenges presented by school closure and provides guidelines for conducting a needs assessment and a study to determine other possible uses for the facility. The next section discusses the specific issues that arise in developing a community center: determining how to use the building, redefining the school district's role, operating a community center, community involvement, allocation of space, and expenses and revenue. The final section addresses legal and practical issues that arise in any decision of a school district to lesse its space: finding tenants, negotiating lesses, and creating a climate. The final section discusses long-term factors that will affect the success and evolution of the community center. (TE) (TE)

EA 019 916

EA 019 91
DiTommaso, Maria Al-Rubaiy, A.
Human Rights in Education: Promise and Reality
in Italian Education.
Pub Date—37
Note—15p.

-15p. Type— Reports - Research (143) — Opinion

Pub Date — 87
Note — 15p.
Pub Type — Reports - Research (143) — Opinion
Papers (120)
Papers (120)
Papers (120)
Pescriptors — **Educational Trends, **Elementary
Secondary Education, **Enrollment Trends, **Females, **Foreign Countries, Higher Education,
Postsecondary Education, School Organization,
Sex Stereotypes, Social Discrimination, Track
System (Education)
Identifiers— **Italy**
This study evaluates the opportunities available to
women to advance educationally and professionally
in Italy. Data from official Italian publications are
used to compare the enrollment of males and females in secondary, higher secondary, and university education, and to assess the availability for
women of positions at the university level. The first
part describes Italy's government-directed educational system, which begins with a private or state
nursery school (secuole materne); a five-year,
two-phase elementary school; and a three-year,
two-phase elementary school; and a three-year,
two-phase elementary achool; and a three-year,
two-phase elementary school; on after obtaining
this certificate are tracked into either training institutes or classical, scientific, or artistic Lycees that
prepare students for higher education. Recent
trends show that a growing percentage of Italian
females are deciding to pursue higher education,
technical training, or teacher training, Nevertheless,
the disparity between opportunities for men and
women at the university level is very scute. (TE)

ED 291 160

EA 019 917

ED 291 160

Fickery, E. C.
Potential Uses of Computers for Planning and
Designing Educational Buildings, Educational
Buildings Occasional Paper No. 3.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand), Regional
Office for Education in Asia and the Pacific.
Note—61p.

Pub Tare.

61p. Type—Guides - Non-Classroom (055) — Re-tu - Evaluative (142)

DIE JUIT. 1988

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—*Architectural Programing, *Building
Design, *Computers, Computer Software, *Educational Facilities Design, Elementary Secondary,
Education, Foreign Countries, Information Technology, *School Buildings, Technological Advancement.

nology, *School Buildings, Technological Advancement
Identifiers—Thailand (Bangkok), UNESCO
This publication is an introductory guide to the use of computers for the planning and design of educational facilities. After a brief introduction, the first chapter provides a flowchart of the planning and design process for educational buildings. Chapter 2 explains elementary computing concepts such as hardware and software and diagrams the processes of computer applications, respectively, to the macro planning stage, the research and development stage, the micro planning stage, and the implementation stage of educational building design. Chapter 7 delimentes considerations for implementation of computer applications, including user requirements, software and hardware selection, and personnel. Chapter 8 provides 12 summary sheets for implementing computer applications at each stage of educational building planning and design. The document concludes with an overview of the prospects for computer use in this field. (TE)

ED 291 161 EA 019 918

ED 291 161 EA 019 918

Keough, Katherine E.

Scenario 2000: Intercepting the Future.

National Association of State Boards of Education,

Alexandria, VA.

Pub Date—86

Note—44p.

Available from—Publication Sales, National Association of State Boards of Education, 701 North

Fairfax Street, Suite 340, Alexandria, VA 22314

(S10 00)

- Information Analyses (070) - Opinion Pub Type

Papers (120) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Dropout Prevention, Drug Abuse, Educational Policy, "Educational Responsibility, "Educational Responsibility, "Education, Pamily (Sociological Unit), Family School Relationship, Finance Reform, "Putures (of Society), High Risk Students, "Long Range Planning, Problem Solving, School Demography, School Statistics, "Social Change, Sociocultural Patterns, Student Needs, Suicide, Teacher Supply and Demand, Technological Advancement This monograph (developed along with an accompanying slide presentation) is designed to stimulaste he creative thinking of educational policymakers in response to the massive and rapid social upheavals occurring in the economy and at home-and consequently among the students themselves. After a brief introductory overview of these changes and their implications for education, part 2 presents and discusses pertinent statistical information on the we realities: changing populations and enrollment, new definitions of family, and the world in which students live. The latter discussion focuses on statistics with respect to the dropout rate, alcohol and furg abuse, and teen suicide, while the final discussion, "Where Are the Teachers?" documents the growing gap between supply and demand for teachers. Part 3 provides a series of strategies and model programs for responding to these new realities. The first discussion focuses on student problems: keeping "at risk" students in school, curbing drug and alcohol abuse, and addressing the issue of teen suicide. Subsequent discussions focus on early childhood education, some hopeful indications for teacher supply, the promise of computers and technology, cooperation between supole and technology, cooperation between subools and business, parents' involvement, and educational finance reform. A bibliography is included. (TE)

ED 291 162 EA 019 921 Fink, William T.

Effective Schools Pilot Project: Phase II.

Kanasa City School District, Mo.

Pub Date—Nov 85

Note—70p.; Some pages are printed on light green

paper.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Attitude
Measures, *Educational Assessment, *Educational Improvement, Elementary Education,
*Outcomes of Education, Program Effectiveness,

*School Effectiveness, Standardized Tests lentifiers—*Effective Schools Pilot Project, Iowa

*School Effectiveness, Standardized Tests Identifiers—*Effective Schools Pilot Project, Iowa Tests of Basic Skills

The Effective Schools Pilot Project, conceived in fall 1983, was designed to improve selected schools by focusing resources to assist six elementary schools in developing strategies for self-assessment and renewal through participatory decision-making. Phase I of the project (1983-1984) resulted in a set of research-based school improvement plans supported by a majority of the faculty at each school. This report evaluates Phase II (1984-85) of this multipear project, assessing the effects that the project has had on student schievement, the perceptions of the various actors regarding content and implementation, and the overall success of the schools in implementing their improvement plans. Accordingly, three different kinds of data were collected for comparative analysis between project and control calculated. Ideas of Basic Skills (TTRS) data ingly, three different kinds of data were collected for comparative analysis between project and control schools: (1) lowa Tests of Basic Skills (ITBS) data for reading, mathematics, and language aris; (2) data from a standardized instrument, Describing Your School's Characteristics (DYSC) to measure the perception of staff and principals regarding their school's progress toward their set goals; and (3) ex-tensive questionnaire data from staff and principals concerning their perceptions of the project itself. the perception of staff and principals regarding their school's progress toward their set goals; and (3) ex-tensive questionnaire data from staff and principals concerning their perceptions of the project itself. Findings suggest that project schools have made a promising start toward improving student achieve-ment, but that several areas still require immediate attention: leadership, governance, management, fa-cilitation, monitoring and data collection, staff de-velopment, academic and organizational climate, and parental involvement. (TE)

ED 291 163 EA 019 922

The Perceptions of Chicago Area Principals Regarding Liability for Educational Malpractice.
Pub Date—Sep 83
Note—103p.; Master's Thesis, National College of Education.

Pub Date—Sep 83

Note—103p; Master's Thesis, National College of Education.

Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MFD1/PCD5 Plus Postage.

Descriptors—"Administrator Attitudes, Administrator Responsibility, "Court Litigation, "Educational Malpractice, Educational Responsibility, Elementary Secondary Education, Legal Responsibility, "Principals, Questionnaires, "School Law Identifiers—Chicago Public Schools IL

Because of the growing frequency of educational malpractice, and then compared these findings to the perceptions of Chicago area principals regarding educational malpractice, and then compared these findings to the perceptions of Chicago area principals regarding educational malpractice isability due to misfeasance (mistaken actions) or nonfeasance (acts omitted). Also studied was the relation of these principals perceptions of liability to five demographic variables: experience, size of district, involvement in litigation on behalf of the district, and level of school (elementary or secondary). Questionnaires with eight situations resembling actual court cases were mailed to 100 Chicago area principals, of whom 29 responded. The case law study revealed that principals could possibly be held liable for acts of misfeasance but are not likely to be held liable for acts of monfeasance. Findings from the questionnaire indicate, however, that these principals perceive liability in situations of misfeasance in the regular classroom, even though case law indicates that principals can be liable for acts of misfeasance that are the proximate cause of a student's nonschievement in regular classrooms. No significant relationship was found between the demographic variables and perceptions of liability. (TE)

ED 291 164 EA 019 997

ED 291 104
Hadderman, Margaret L.
State vs. Local Control of Schools, ERIC Digest
Series Number 24.
ERIC Clearinghouse on Educational Management,

BRIC Clearinghouse on Educational Management, Bugene, Oreg. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—88 Contract—OERI-88-005

Contract—CERT-99-000
Note—4p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, 08 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Role, Elementary Secondary Education, *School District Accionomy, *School District Reorganization, *Self Determination, *State Boards of Education, *State School District Relationship Identifiers—*Central Office Administrators, ERIC Pleasts

Identifiers—"Central Office Administrators, ERIC Digests
Local school districts have gradually lost policy-making discretion to state legislatures and bucy-making discretion to state legislatures and bucy-making discretion to state legislatures and school finance and academic standards (especially those involving curricular alignment with standardized tests) tend to diminish teacher autonomy and creativity, disrupt school climate, and ignore individual school and student differences. To restore balance, states and central offices can avoid being overprescriptive and local school boards can act as "institutional buffern" and strong leaders with clearly defined roles and objectives as well as effective policy-making, implementation, and self-evaluation procedures. (MLH)

ED 291 165

School-Business Partnerships. The Best of ERIC on Educational Management, Number 89. AASA EA 020 042

ERIC Clearinghouse on Educational Management, Eugene, Oreg. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Apr 87 Contract—400-86-0003

Note—5p. Available fro Note—p.
Available from—Publication Sales, ERIC Clearing-house on Educational Management, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)

tion Analysis Products (071)
EDRS Price - MP01/PO1 Plus Pestage.
Descriptors—Career Education, "Cooperative Education, "Cooperative Education, "Cooperative Education, "Cooperative Education, "Cooperative Education Work Relationship, Private Financial Support, "School Business Relationship, School Community Relationship, "School Involvement, Vocational Education Identifiers—ERIC Clearinghouse on Educational Management, "Partnerships, Partnerships in Education

Management, "Partnerships, Partnerships in Education
This pamphlet reviews 11 recent documents and journal articles from the ERIC database that focus on the topic of school-business partnerships; (1) "Schools Are Bullish on Business" by Mary Harbaugh (EJ319210); (2) "Salem Program Demonstrates Five Keys to a Successful Business-School Partnership" by Mary C. Jensen (ED261459); (3) "School-Business Partnerships: Working To Defuse the Dropout Time Bomb" by Manuel J. Justiz and Marilyn C. Kameen (NASSP Bulletin); (4) "Business and the Public Schools" by Marsha Levine (EJ334205); (5) "Building School-Business Coalitions that Pay Long-Range Dividends" by Dale Mann (EJ337482); (6) "Partnerships: Schools and Businesses Collaborate for a Healthy Economy-Ideas for Action in Education and Work" by the Northwest Regional Educational Laboratory (ED264437); (7) "How To Start a School/Business Partnership" by Carol O'Connell (ED261198); (8) "Partnerships in Education: A Handbook" by the Pennsylvania Department of Education and others Partnerships in Education: A Handbook" by the Pennsylvania Department of Education and others (ED2348620); (9) "School-Business Partnerships: Laying the Foundation for Successful Programs" by Santee C. Ruffin, Jr. (EJ294894); (10) "Collaborative Efforts of Business and the New York City Public High Schools" by Donna M. Tapper (ED271526); and (11) "School-Business Partnerships-A Shortcut to Effectiveness" by George E. Wynne. (TE)

ED 291 166 EA 020 043

ED 291 166

EA 020 043

Marketing Handbook for Independent Schools.

Boarding Schools, Boston, Mass.

Pub Date—85

Note—66p.; Boarding Schools is cosponsored by the National Association of Independent Schools and the Secondary School Admission Test Board.

Available from—Publication Sales, Boarding Schools, 18 Tremont Street, Boston, MA 02108

(\$13.50; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MPU Fins Postage. P. 19th Available from EDRS.

Descriptors—Advertising, Audiovisual Communications, Elementary Secondary Education, *Institutional Advancement, *Marketing, Most Selection, *Merchandising, Organizational Com-

RIE JUIL 1988

17

munication, "Private Schools, "Publicity, Public Relations, Saleamanship, School Community Relationship, School Publications
This publication is a resource to help independent schools attract more familities to their institutions and to increase the voluntary support by the larger community surrounding the school. The first chapter attempts to dispel misconceptions, define pertinent marketing terms, and relate their importance to independent schools. The rest of the book outlines specifically how a school can obtain favorable exposure and gives examples of successful outreach programs already employed at independent schools across the country. Chapter 2 focuses on publicity and advertising as marketing tools, with sections on print publicity, radio and television, and advertising concepts. Chapter 3 focuses on publications as marketing tools, with sections on the development of alogo, first impressions, use of photographs, recruitment publications, and audiovisual presentations. A variety of illustrative samples, worksheets, and resources are appended, including school maps, questionnaires, various sample communications, a press kit, fact sheets, and a publications budget worksheet. (TE)

EC

EC 200 756 ED 291 167

ED 291 167

Rose, Bewerly Dupack
Decision-Making Opportunities Provided to Moderately and Severely Intellectually Limited Students, Ages 16-21 Years, within Special Education Classrooms, Pub Date—Apr 87
Note—199p.; Ed.D. Dissertation, University of Maryland. Print is light on the majority of the Accument.

- Dissertations/Theses - Doctoral Dis-

Maryland. Print is light on the majority of the document.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDIS Price - MiPOl/PCOB Plus Postage.

Descriptors—Classroom Environment, *Decision Making, Decision Making, Stills, *Moderate Mental Retardation, Personal Autonomy, Scondary Education, *Severe Mental Retardation, *Special Classes, Special Education Teachers

A passive participant observation method was used in three classrooms to determine the decision-making opportunities provided by special education teachers to moderately and severely intellectually limited students, ages 16-21 years (N=105). Teachers provided such opportunities through verbal directions, nonverbal communications, and in the organization of classroom materials and activities. Using M. Shevin and N. Klein's category system of choice-making opportunities, the opportunities observed were ranked in frequency from highest to lowest as follows: (1) decision to engage in an activity; (2) miscellaneous category; (3) choices among activities; (4) alternative means to accomplishing objectives; (5) decision to terminate an activity; and (6) choice of partners. More decision-making opportunities were offered during morning hours, and more to individual students than to groups. Students' responses to decision-making suggest a hierarchy may exist from complex decisions, such as choosing alternative means to accomplish objectives, to simple decisions, such as food preferences. Teacher education programs should emphasize the importance of the teacher's role in providing decision-making opportunities expenses to decision such as choosing alternative means to accomplish objectives, to simple decisions, such as choosing alternative means to accomplish objectives, to simple decisions, such as choosing alternative means to accomplish objectives, to simple decisions, such as choosing alternative of the teacher's role in providing decision-making opportunities expenses of the teacher's role in providing decision-maki choice of work location. (JDD)

ED 291 168

Leach, Lynda N. Harmon, Adriense S.

Annotated Bibliography on Transition from School to Work, Volume 2.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—87 Contract—300-85-0160

-233p.; For volume 1, see ED 279 115. ype— Reference Materials - Bibliographies Pub Type-(131)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Curriculum. Demonstration Pro-

grams, *Disabilities, *Education Work Relationship, *Evaluation Methods, Job Placement, Program Development, *Program Effectiveness, Secondary Education, *Transitional Programs, *Vocational Education
This second volume of an annotated bibliography on transition from school to work focuses on evaluation methodology, efficacy of secondary and transitional services, and related topics. The bibliography's scope includes English-inanguage journal articles, books, and reports, originally published from 1977 through 1987. For each of the 368 entries, the author, title, publication date, publisher, key word descriptors, and an annotation are provided. Documents are organized by entry number, and the entries can be accessed through an author index, key word descriptor index, and title index. A "Project Products Listing," arranged in order by Office of Special Education and Rehabilitative Services (OSERS) competition number, gives bibliographic information for documents that have been contributed by OSERS projects. An "OSERS Project File Listing" supplies the name, address, and telephone number of a contact person for each OSERS project referred to in the bibliography. (JDD) (JDD)

ED 291 169

Dowling, Jane Hartwell, Cindy
Compendium of Project Profiles 1987.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—87 Contract—300-85-0160

Contract—300-85-0160
Note—373p.
Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MP01/PC15 Plus Postage.
Descriptors—Cooperative Planning, "Demonstration Programs, "Disabilities, "Education Work Relationship, "Evaluation Methods, "Federal Aid, Models, Postsecondary Education, Secondary Education, Scholler, Postsecondary Education, Secondary Education, "Transitional Programs, Rehabilitation, Youth Employment Vocational Identifiers—"Office of Special Educ Rehabilitative Services

Rehabilitation, Youth Employment Identifiers—"Office of Special Educ Rehabilitative Services
This document is a directory of grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. The volume begins with a description of the Federal Transition Initiative and the role of the Fransition Institute of Illinois, and an overview of the information (including statistical data) collected from all the funded projects. The bulk of the document is a collection of 120 profiles of OSERS-funded transition projects, organized in the following categories: innovative programs in transition skills development for severely handicapped persona, cooperative models for planning and development, youth employment demonstrations, postsecondary demonstration projects, postsecondary fransitional service demonstration projects for severely handicapped individuals, secondary transitional service demonstration and els, and postsecondary demonstration projects for the mildly mentally retarded and learning-disabled. Each project profile contains such information as purpose, current focus, products, participants, direct services, related service components, evaluation plan, and instrumentation. An index provides subject access to the project profile focusing on the project's specific evaluation components and program characteristics. Appendices list newly funded projects and expired projects. (IDD)

ED 291 170

EC 201 784

EC 201 784 ED 291 170 ED 291 170

DeSiefano, Lizanne And Others
Review of Student Assessment Instruments and
Practices in Use in Secondary/Transition
Projects, Revised Edition,
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—May 87
Contract—300-85-0160
Note—312p.; For the 1986 edition, see ED 279
123.

123

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) — Book/Product Reviews

EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Achievement Tests, Adjustment (to

Environment), Aptitude Tests, Career Choice, Competency Based Education, Daily Living Skills, Diagnostic Tests, "Disabilities, "Educational Testing, "Education Work Relationship, "Evaluation Methods, Intelligence Tests, Prisonality Measures, Postsecondary Education, Psychomotor Skills, Screening Tests, Secondary Education, "Student Evaluation, "Transitional Programs, Vocational Aptitude
The research study sought to determine the status of student assessment instrumentation and practices in programs dealing with the transition of special education students from school to work or post-secondary education, and to determine areas where current practice was not able to meet the changing demands of transitional services. Transition project funded by the Office of Special Education and Rehabilitative Services were surveyed to determine the student competencies assessed, commercially available or locally developed instruments used, and usefulness of the information obtained. Twelve competency categories were identified; general ability/intelligence, special ability, vocational skills, academic achievement, language, adaptive behavior, social skills, career interest, motor skills/deatenty, lifestyle/consumer satisfaction, daily living skills, and survival skills. Following an overall analysis, lifestyle/consumer satisfaction, daily living skills, and survival skills. Following an overall analysis, of the projects' use of the identified instruments, 2 appendixes provide: (1) the survey instrument, (2) reviews of 141 of the instruments, providing such information as publisher, cost, date of publication, competencies assessed, population characteristics, recommended uses, test content and format, skills/readings.

ED 291 171 EC 201 785 ED 291 171
Trach, John S. Rusch, Frank R.
Supported Employment in Illineis: Program Implementation and Evaluation. Volume Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—87 Contract—300-85-0160

/OSERS), Washington, DC.
Pub Date—87
Contract—300-85-0160
Note—133p; For volume 2, see EC 201 786.
Pub Type—Reports - Descriptive (141) — Reports
- Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Disabilities, Employment Services,
Models, Program Development, "Program Evaluation, "Program Implementation, Technical Assistance, "Vocational Rehabilitation
Identifiers—Illinois, "Supported Work Programs
This document includes reports of three research
studies concerning the process of providing supported employment services to persons with disabilities. An introductory chapter by Frank Rusch et al.
describes the Illinois Supported Employment
Project, noting its target population and its technical
sassistance and program evaluation services. In
"Supported Employment Program Development
Degree of Implementation Manual," John Trach,
Frank Rusch, and Lizanne DeStefano present as
evaluation instrument that identifies five necessary
components for establishing and maintaining a supported employment program applicable to all disability levels. In "Validation of an Instrument for
Evaluating Supported Employment Programs. The
Degree of Implementation," Trach and Rusch propose a supported employment model and an instrument to measure the degree to which programs
implement the model, and examine supported employment programs in 33 adult vocational service
agencies to determine the relationship between degree of implementation and various program outcomes. "Case Study Analysis of Three Supported
Employment programs, focusing on specific factors that
might contribute to programmatic success. (JDD)
ED 291 172

EC 201 786

EC 201 786 ED 291 172 EAJ 291 172

EC 201 786

DeStefano, Lizonne Rusch, Frank R.

Supported Employment in Illinois: Assessment
Methodology and Research Issues. Volume 2.

Illinois Univ., Champaign. Secondary Transition Intervention, Effectiveness Inst.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—27

Contract-300-85-0160

Contract—300-85-0160
Note—163p.; For volume 1, see EC 201 785.
Pub Type—Reports - Research (143) — Reports—
Descriptive (141)
EDRS Price - MP61/PC07 Plus Postage.
Descriptors—Behavior Rating Scales, Cost Effectiveness, "Disabilities, Eligibility," Evaluation
Methods, Interpersonal Competence, Job Skills,
Program Evaluation, Program Implementation,
Research Methodology, "Severe Disabilities,
Standardized Tests, "Vocational Evaluation, Vocational Rehabilitation,
Identifiers—Illinois, "Supported Work Programs
This document includes three papers which address the special demands that supported employment places on vocational evaluation and assessment practices. An introductory chapter by
Frank Rusch et al. discusses target populations of the Illinois Supported Employment Program, program evaluation, degree of program implementation, and costs and benefits of supported employment. The first paper, titled "Vocational Evaluation and Eligibility for Rehabilitation Services" by Bruce Menchetti and Frank Rusch, describes the evolution of current vocational procedures and the utility of current practices in the development of effective supported employment, "Lizanne DeStefano takes the position that existing assessment techniques contribute valuable information for decision making and documentation within the supported employment Menchetti and Rusch, in "An Analysis of Select Psychometric Properties of the Vocational Assessment of a vocational and social skills rating scale that includes skills identified by employers, and examines the instrument's reliability and validity. (IDD)

ED 291 173

Bozur. Jacques D. And Others

ED 291 173

EC 201 787

Bagur, Jacques D. And Others

Statewide Programmatic Study of the Educational
Needs of Blind and Visually Impaired Individuals in Louisiana. Final Report.

Gulf South Research Inst., Baton Rouge, La.

Gulf South Research Inst., Baton Rouge, La.
Pub Date—Aug 86
Note—117p; This report was prepared by the Resources Planning and Management Division for the Division of Administration Facility Planning and Control. Portions of Appendix A may be marginally legible.
Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PO28 Plus Postage.
Descriptors—*Bilindness, *Delivery Systems, Early Childhood Education. *Educational Assessment, Childhood Education. *Educational Assessment, Reducational Facilities Planning. *Education. Equal Education, Mainstreaming, Needs Assessment, Normalization (Handicapped), *Partial Vision, Program Evaluation, Regional Programs, Reducational Impairments

Schools, Statewide Planning. *Visual Impairments

*Louisiana, Louisiana School for the

ry

ments
Identifiers—*Louisiana, Louisiana School for the
Visually Impaired
This study sought to design a statewide service
delivery system for the education of Louisiana's
blind and visually impaired individuals through the
age of 21 and to determine need for a new facility
for the Louisiana School for the Visually Impaired
(LSVI). The report's seven chapters cover the following topics: study methodology; issues in establishing Louisiana's objectives for education of the
blind and visually impaired; current educational efforts; efforts recommended to resolve the deficiencies uncovered in the assessment; the future role of
LSVI and its need for a new facility; description of
a comprehensive, integrated service delivery program; and social dimensions of the education of the
blind and visually impaired. The study's recommendations concern educational equity for the visually
impaired, appropriate education in the least restrictive environment, normalization as the education
outcome, role of the local education agencies in providing appropriate educational services, implementation of a regional delivery system working through
outreach centers in metropolitian areas, increased
levels of inservice training, and transformation of
RIE JUL 1988

LSVI into a resource center with short-term resi-dential programs. Appendices contain advisory panel responses to provisional recommendations, statistical profile of the visually impaired in Louisi-ana, copies of survey forms used, and an explanation of the LSVI budget. (JDD)

ED 291 174 EC 201 788

ED 291 174

Segaiwitz, Sidney J. Chapman, Jacqueline S.

Laterality in Prematurely-Born Children.

Pub Date—Apr 87

Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/P01 Plus Postage.

Descriptors—Brain Hemisphere Functions, Eyes, Followup Studies, "Lateral Dominance, "Left Handed Writer, Listening, "Perinatal Influences, "Fremature Infants, "Stress Variables, Young Children
The study examined the relationship between presented.

Children
The study examined the relationship between perinatal stress and decreased right handedness and
decreased left cerebral dominance for speech with
215 children born prematurely, followed from birth,
and tested at age 5. Results indicated that neither
hand preference nor hand performance correlated
with degree of perinatal stress and that eye preference was associated with perinatal stress though
crossed eye dominance was not. The dichotic listening measure showed an overall right ear advantage
(the usual speech dominant ear) suggesting an increased degree of cerebral dominance for speech.
(DB)

EC 201 789 ED 291 175

Benavides, Alejandro High Risk Predictors and Prereferral Screening for Language Minority Students. Pub Date—21 May 87

Note—29p.; Paper presented at the Annual Children with Exceptional Needs Conference (2nd, Los Angeles, CA, May 21, 1987). Appendix contains marginally legible print. For related document, see EC 201 790.

Pub Type— Information Analyses (070) — Reports
- Descriptive (141) — Speeches/Meeting Papers

(150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decision Making, *Disabilities, Elementary Secondary Education, Intervention, *Limited English Speaking, *Non English Speaking, Predictive Measurement, *Referral, *Screening Tests, *Student Evaluation, Student

ing Tests, "Student Evaluation, Student Placement Identifiers—"Prereferral Screening Instrument The paper reviews the literature on problems associated with the assessment and placement of language minority students in special education and the utilization of a prereferral system and describes the development of the "Prereferral Screening Instrument" (PSI). The review of the literature looks at: the disproportionate representation of minority students in special education, limited English proficient students and their assessment, screening and referral, and prereferral. Prereferral screening is recommended to reduce bias and erroneous classification of students. A 1984 2-day Illinois symposium on prereferral led to development of an instrument which is designed to determine whether a student from a non-English background should be referred for a case study evaluation. The PSI does not require administration of any assessments or evaluations and can be completed from information in the student's records (or obtained from parents) by staff most familiar with the student. The PSI contains sections on: general background, educational information, achievement-behavioral profile, and previous tests and/or screening. A visual profile results which sids in identifying the cause for concern and appropriate intervention. A copy of the instrument is appended. Fifty-one references are also provided. (DB)

EC 201 790

ED 291 176 EC 201 790
Benavides, Alejandro
Guidelines for the Implementation of the Initial
Screening for Students from a Non-English
Background (Form B-1),
Pub Date—36
Note—13p.; For related document, see EC 201 789.
Pub Type— Guides · Non-Classroom (055) —
Tests/Questionnaires (160),
EDRS Price · MF01/PO1 Plus Postage,
Descriptors—Bilingual Education, Decision Mak-

ing, *Disabilities, Elementary Secondary Education, Intervention, *Limited English Speaking,
*Non English Speaking, *Referral, *Screening
Tests, *Student Evaluation, Student Placement
Identifiers—*Prereferral Screening Instrument
The document provides detailed guidelines for
completing the Prereferral Screening Instrument
clessigned to determine whether a student from a
non-English background suspected of needing special education should be referred for a case study
evaluation and whether it should be completed bylingually. The instrument can be completed byschool personnel who know the student best; it
meets federal and state (Illinois) regulations on the
procedural safeguards, case study evaluation, and
placement of such students. The instrument does
not require the administration of any assessments
but does require that the student's language proficiency assessment be current. Definitions of such
terms as blingual instructional category, language
use patterns, and English language proficiency levels are provided. The instrument contains sections
on general background, educational information,
educational services received, and achievement behavioral characteristics. The instrument itself is appended. (DB)

ED 291 177 EC 201 791 Skrtic, Thomas M.

An Organizational Analysis of Special Education

Pub Date-87

Pub Date—87
Note—60p.
Note—60p.
Pub Type— Opinion Papers (120) — Information
Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cultural Influences, "Disabilities, Educational Legislation, "Educational Philosophy,
Etiology, "Organizational Change, Political Issues, "School Organization, "Special Education,
Theories, Values
Identifiers—Education for All Handicapped Children Act

Identifiers—Education for All Handicapped Children Act
The paper identifies current special education practice and the current organization of schools as instrumental in actually creating the category of mildly handicapped students. A dichotomy between departments of special education and educational administration is noted. Only replacement of the system with an entirely different configuration and not rational technical efforts at reform can effect real change. There is a lack of theoretical basis to the mainstreaming debate and in the original formulation of Public Law 94-142, the Education for All Handicapped Children Act. Special education has erred in locating the cause of disability within the person and excluding from consideration causal factors lying in the larger external social, political, and organizational processes. Among topics considered in support of this argument are: school organization and change, professional bureaucracies as machines, response to change demands, organizational paradigms and change, values/power, school organization and change, values/power, school organization and change, the nature of special education, the nature of progress, empirical evidence on the implementation of P.L. 94-142, and prospects for the future. An extensive bibliography is appended. (DB)

ED 291 178

Bunch, Michael B. Scherich, Henry H.

As Examination of Admissions Practices at the

North Carolina School of Science and Mathe-EC 201 792

matics.

Pub Date—Apr 87

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Admission Criteria, Grade Point Average, High Schools, Mathematics, Prediction, Residential Schools, Science, *Special Schools, Statistical Analysis Identifiers—*North Carolina School of Science and Mathematics

Mathematics Mathematics
Admissions practices at the North Carolina
School of Science and Mathematics, a residential
high school for gifted students, were examined.
Data from students applying in 1983 and 1984 (over
800 per year) were available, as were grades of students admitted in 1983. A series of multiple regasion studies showed that selection and first year
grades could be accurately predicted. This finding
suggested that statistical methods of selection could

logically replace at least a portion of a more labor intensive clinical method. Additional analyses showed that students admitted in each year signifi-cantly outperformed other applicants on all objec-tive measures. Recommended is a two-stage cantly outperformed other applicants on all objective measures. Recommended is a two-stage approach to selection with 260 semi-finalists being selected strictly on a statistical basis and the remains 140 semi-finalists selected by school officials. Semifinalists would then be interviewed by admissions committees and final selection be based partly on committee recommendations and partly on the discretion of school officials. Other recommendations involved more detailed definitions of admissions standards and expanded studies of school outcomen. (DB) L (DB)

ED 291 179 EC 201 794

Coutcomes. (DB)

ED 291 179

EC 201 794

Pederson, Devid R. And Others

Invulnerable High Risk Proterm Infants.

Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date—Apr 87

Note—6p: Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Also supported by a grant from the Ontario Ministry of Social and Community Services.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDBS Price - MF61/PO1 Plus Postage.

Descriptors—"Child Development, Cognitive Development, "Family Environment, Followup Studies, Foreign Countries, "High Risk Persons, Infants, "Perrinatal Influences, "Premature Infants, "Premat risk infants. (DB)

EC 201 795

ED 291 180 EC 201 79
Zangwill, Judith Greens, Felice
When Coping Strategies Full: Assessing and Counseling Learning Disabled Adults Facing New
Challenges.

Challenges.
Pub Date—14 Mar 86
Note—79s; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).

with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MP01/POBI Plus Postage.
Descriptors—Adults, Case Studies, *Coping, Counseling, *Evaluation Methods, *Intervention, *Learning Disabilities

Identifiers—Kingsbury Center DC

The Kingsbury Center in Washington, D.C. works with adult learning disabled persons providing assessment, remediation, and counseling services. Assessment emphasizes taking a detailed history, along with formal testing, informal testing, and behavioral observation. Intervention focuses on specific coping strategies and remediation in specific academic or skill areas. Testing measures include the Wechsier Adult Intelligence Scale-Revised, personality measures such as the Myers Briggs Test, and standard reading tests. Also evaluated are written essays, problem solving mathematics skill, career interests and spittude. Two case studies, one of a 46-year-old attorney with a writing disability, and the other of a secretary with dyslexis, are offered as examples of the Kingsbury approach to adult learning disability. (DB)

ED 291 181 EC 201 796

Leung, Exther Kau-To Commonalities and Div Leung, Esther Kau-10
Commonalities and Diversities among Asian Americans for Considerations in Special Education and Related Services.
Pub Date—Jul 87
Note—59p.; Parts of this paper were presented at

the Council for Exceptional Children Ethnic and Multicultural Concerns Symposia (Dallas, TX, November 21-22, 1986). Pub Type— Opinion Papers (1200) Analyses (070).

the Council for Exceptional Chandren Strand and Multicultural Concerns Symposia (Dallas, TX, November 21-22, 1986). Pub Type — Opinion Papers (120) — Information Analyses (070). Pub Type — Opinion Papers (120) — Information Analyses (070). EDRS Price - MP91/PC03 Plus Postage. Descriptors—"Asian Americans, "Cultural Differences, Cultural Influences, "Disabilities, Elementary Secondary Education, "Bithnic Groups, Family Influence, Handicap Identification, Minority Groups, Program Development, "Special Education, Values The paper examines diversities and commonalities among Asian Americans and draws implications relative to special education service for Asian minorities. The first section focuses on diversities and complexities in this group with subsections on origin, sociocultural background prior to migration, immigration and settlement history, degree and type of sociocultural background prior to migration, immigration and settlement history, degree and type of sociocultural background prior to migration, immigration and settlement history, degree and type of sociultural background prior to migration, immigration and settlement thistory, degree and type of sociultural background prior to migration, immigration and settlement thistory, degree and type of sociultural background ent. Noted is the important influence of similar socioeconomic status across different nationalities. Commonalities are discussed in subsections on: experiential background and minority status; world views based on Confucianism, Taoism, and Buddhism; values, beliefs, iffestyles, tradition, and custom; family and other values, beliefs, and personality characteristics (such as caution, conservativeness, reticence, endurance, secommodation, hard work, and loyalty). Among implications for special education are the need to be sensitive to parents' need to "save face" in the identification and evaluation process, culturally relevant programming especially in such areas as building self-concept and social skills, and parent-profesional collabora

EC 201 797

orpe, Carol D.

ED 291 182
Thorpe, Carol D.
Conversational Competency Profiles of Adult Males Who Exhibit Fluency Disorders.
Pub Date—May 85
Note—Sap; Master of Arts in Speech-Language-Pathology Project, New Mexico State University.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MP01/PCO4 Plus Postage.
Descriptors—Adults, "Communication Problems, Interaction Process Analysis, "Interpersonal Competence, Males, Speech Evaluation, "Speech Handicaps, "Stuttering Identifiers—"Conversation
The study explored the verbal and nonverbal conversational competency of five adult males who exhibited fluency disorders. Five subject/interactant videotaped conversational interactions were analyzed utilizing an INter-REActive Learning (IN-REAL) Model analysis format. Descriptive individual and composite profiles resulting from trained raters' judgments of discrete verbal and nonverbal communicative behaviors are presented in tandem with the profile of one interactant who was constant across all five interactions. Results indicated that three or more subjects exhibited genumicative competence (basic and advanced), (6) communicative competence (basic and advanced), (6) communicative competence (basic and advanced), (6) nonverbal communication, and (7) conversation initiating and responding. All of the subjects exhibited some behaviors judged to be non-communicative in the areas of communication to talk time. (Author/DB)

ED 291 183

EC 201 800

EC 201 800

Neff, Franklin W. And Others
Mainstreaming and Transitioning of Moderately
sud Severety Multinandicapped Preschool Children Using Trained Volunteers: The Development of the "Preschool Acceptance through
Language and Social Development" Program
Final Report.
Mispanier Line.

aal Report. souri Univ., Kansas City. Inst. for Human De-

velopment.
Pub Date—Sep 87
Note—215p.
Pub Type— Reports - Descriptive (141) —
Tests / Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Disabilities, Interpersonal Compe-tence, Language Acquisition, *Mainstreaming, *Preschool Children, Preschool Education, Pro-gram Development, Program Implementation, Questionnaires, Transitional Programs, *Volun-

Questionnaires, Transitional Programs, *Volunteers
The final report documents a 2-year project which trained volunteers to help preschool disabled and non-disabled children work together as part of a transitioning and mainstreaming effort. The report describes project development, implementation, and dissemination. Specific objectives included the following: form an advisory council; orient staff, children, and parents; conduct an ecological assessment of the educational environment; assess the behavioral repertoire of each handicapped child; develop individual educational plans for each child; recruit volunteers; develop training activities; develop instructional activities for children; develop procedures for data collection, storage, and analysis; develop procedures to obtain data on adult attitudes; and plan for transition of students to other schools. Child training focused on development of language and social skills. Project evaluations by teachers, volunteers, and parents were positive. Recommendations for similar programs included having an on-site manager who recruits and trains volunteers and communicating clearly to parents and teachers the importance of data collection. Fourteen appendixes include: persistence training record form, the interaction coding manual, a rating scale of adaptive and maladaptive child behavior, a questionnaire on mainstreaming, an inventory of teacher social behavior, and a parent opinion surquestionnaire on mainstreaming, an inventory of teacher social behavior, and a parent opinion sur-

ED 291 184

Rramer, Linda R.

Self-Contained and Resource Room Programs for the Giffed: Factors Influencing Effectiveness.

Pub Date—Apr 87

Note—24p; Paper presented at the Annual Meeing of the American Educational Research Association (Washington, DC, April 20-24, 1987). The research was partially supported by a grant from the Kentucky Advisory Council for Gifted and Talented Education. For related document, see EC 201 952.

Pub Type—Reports—Research (143)—Speeches/-

the Kentucky Advisory Council for Gifted and Talented Education. For related document, see EC 201 952.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Community Influence, *Educational Objectives, Educational Philosophy, Elementary Education, *Gifted, Outcomes of Education, Parent School Relationship, *Resource Room Programs, *Self Contained Classrooms, Special Classes, Teacher Evaluation, *Picacher Response, Teacher Supervision
A study gathered quantitative and qualitative data on the cognitive and affective outcomes for gifted students (grades 3-6) in full- and part-time programs from three classrooms in each of two neighboring school districts, one urban and one rural. While the belief emerged in both districts that the full-time program served the needs of gifted students to a greater degree, the findings indicate that community pressure, the absence of program philosophy, and inadequate teacher performance appraisal systems affected the operation of both full- and part-time program models, and may affect programs in larger districts to a greater degree. In the rural district, where a teacher-written philosophy guided the program and only three teachers cooperated to deliver both models, teachers expressed greater satisfaction with the programs and their abilities to be effective. Students also expressed a greater understanding of program goals and less frustration or pressure. In the urban district, the part-time program suffered from lack of permanent room location, teachers unfamiliar with the regular curriculum, a gradually eroding status, and fragmentation resulting from no full-time supervisor. The absence of a program philosophy defining the nature and needs of gifted students produced anxiety and pressure for teachers and students alike in the full-time program. (VW)

ED 291 185

EC 201 952

EC 201 95
Kramer, Linda R.
Differences in Learning and Achieving in Self-Contained and Resource Room Programs for the Gifted.

to Date—Apr 87 lote—24p.; Paper presented at the Annual Conference of the American Educational Research As-

sociation (Washington, D.C., April, 1987). The research was partially supported by a grant from the Kentucky Advisory Council for Gifted and Talented Education. For related document, see

research was partally supported by a grain from the Kentucky Advisory Council for Gifted and Talented Education. For related document, see EC 201 951.

Pub Type— Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plas Postage.
Descriptora—*Classroom Environment, Competition, Cooperation, *Educational Objectives, Education, *Gifted, *intergroup Relations, Outcomes of Education, *Resource Room Programs, *Self Contained Classrooms, Special Classes, Teacher Attitudes, Teacher Student Relationship A study gathered quantitative and qualitative data on the cognitive and affective outcomes for gifted students (grades 3-6) in full- and part-time programs from three classrooms in each of two neighboring school districts, one urban and one rural. Results suggested that outcomes are affected by the goal structures of classrooms and that the instructional environment of a gifted classroom may be a more important variable than the amount of time students spend in a program. Differences in the full- and part-time classrooms operating in the two districts and their effects were examined. Qualitative analysis led to the proposition that cooperatively structured classrooms were more successful learning environment than competitive ones. Numerous environment than competitive ones. Numerous environment than competitive ones. Numerous environment of a gifted classroom as the viron of classroom observations are given. Illustrations provide floor plans, daily routines, and schedules of classroom activities for both the self-contained and pull-out classrooms in the two districts. (VW)

ED 291 186

EC 201 953

Swartz, Stanley L.
Review of Macomb Community Schools Learning Disabilities Eligibility Screening Procedure, 1900-87: Using a Discrepancy Formula To Screen Californ for Learning Disabilities.
Western Illinois Univ., Macomb.

Date—87
—15p.; For related document, see ED 210 891.

Pub Date—87

Note—15; For related document, see ED 210
891.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, "Decision Making, Elementary Secondary Education, "Handicap Identification, Incidence, Intelligence Tests, "Learning Disabilities, Screening Tests, "Student Evaluation, "Student Placement, "Underschievement
Identifiers—Illinois (Macomb), "Myklebust Learning Quotient Method
The study reviewed application of the Myklebust
Learning Quotient Method of identifying learning disabilities (LD) in the Macomb (Illinois) community school district from 1940 to 1987. The learning quotient (LQ) is a ratio of actual achievement to expected achievement. The Macomb program established ability estimates by use of the Wechsler Intelligence Scale for Children (Revised) and the Kuhlmann-Anderson Test, and achievement estimates with the Science Research Associates (SRA) achievement Test. Use of a correction factor for grade level with an LQ of 83 as the cutoff resulted in qualification as LD of 4% of the population. Use of the discrepancy formula was recommended as the first step in LD identification with more specific individual evaluation following. The review of current practices found that 6-9% of students continued to be classified as LD. Problems identified included placement in an LD class without the screening procedure, use of the screening procedure is the entire valuation, and LD placement regardless of the results of the screening procedure itself was not failing its original purpose, implementation procedures need to be modified. (DB)

ED 291 187

ED 291 187 EC 201 954

Scherer, Marcia J. And Others
Factors Affecting Persistence of Deaf College

Factors Atherms
Students.
Pub Date—Apr 87
Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
Pub Type—Academic Achievement, "Academic Decompositions—Academic Achievement, "Academic Decompositions—Academic Achievement,"

riptors—Academic Achievement, * rsistence, *College Students, *Deafn as, Drop out Research, *Dropouts, Grade Point Average, Higher Education, Social Adjustment, *Social In-tegration, *Student Characteristics dentifiers—*National Technical Institute for the

Identifiers—"National Technical institute for the Deaf
A study of attrition after the first year of college was conducted with the 1984 entry class (N=233) of the National Technical Institute for the Deaf (NTID). A path-analytic model of nine factors affecting student persistence was tested. The nine factors are recommended to the student persistence was tested. The nine factors were: cumulative grade point average, a composite academic performance index, ability in oral skills, social satisfaction, participation in college-sponsored extracurricular activities, scores on NTID to home, percent of elementary and second-ary education spent in mainstreamed programs, and participation in high school sponsored extracurricular activities. Results indicated social integration was an important factor in college persistence. Grade point average was not a critical factor in first year attrition. Results were somewhat different than those of studies with hearing students but may have been specific to NTID. (Author/DB)

ED 291 188 EC 201 955

ED 291 188

EC 201 188

EC 201 955

Leroux, Janice A. DeFario, Peggy
University Programs for High Ability Adolescents.
Pub Date—Apr 87

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Career Guidance, "College School Cooperation, "Enrichment Activities, Foreign Countries, "Gifted, "Parent Attitudes, Program Evaluation, Questionnaires, Secondary Education, Self Esteem, "Student Attitudes, Program Evaluation, Questionnaires, Secondary Education, Self Esteem, "Student Attitudes Identifiers—Ontario (Ottawa)

The study investigated perceptions of student participants (N = 97) and their parents (N = 80) in the "Mini-Course Enrichment Program," a 1-week program for gifted secondary students offered each spring by two universities in Ottawa, Canada. A questionnaire which examined the areas of achievement, career aspirations, and self-observation/personal competence was developed. Among findings were: over 95% of students and parents were attisfied with the program; 59% of students felt the program had a positive effect on their self-image. Parents expressed significantly different responses in several areas, e.g., need for increased guidance and counselling (parents 87%, students 76%). Among six recommendations for program improvement are the provision of inservice training for faculty instructors, provision of personal counseling for students, and provision of personal counseling for students for self-directed learning within the courses. (DB)

ED 291 189 EC 201 956

ED 291 189

ED 291 189

ED 201 189

Handbook of Procedural Guidelines for Implementation of Special Education Carriculum: Critical Skilla/Community-Based and Special Education Carriculum Guide.

Rivernide County Office of Education, CA. Div. of Special Schools and Services.

Pub Date—Nov 86

Note—144p.

Available from—Riverside County Office of Education, Division of Special Schools and Services, 3939 Thirteenth St., PO Box 868, Riverside, CA 92502 (Handbook 55.00; Guide 55.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MP01/PO16 Plus Postage.

Descriptors—Career Education, "Community Role, "Curriculum Development, Curriculum Evaluation, Curriculum Guides, Daily Living Skills, "Disabilities, Due Process, Elementary Secondary Education, Guidelines, Individualized Education Programs, Inservice Teacher Education, Recrestion, Safety, "Special Education, Student Placement, Transportation, Volunters Identifiers—California (Riverside County)

The special education procedural handbook and the special education curriculum guide provide guidelines for teachers and other school personnel. The procedural handbook covers the following ar-

eas: individual education program process (IEP) and program placement, individual education program team, administrative placements, parent interviews, program operations, staff time and scheduling, logistics of community/school scheduling, staff roles, classroom management, interagency agreements, lunches/meals, forms, community-based instruction, student identification, community site selection and utilization, safety procedures in the community, use of authorized unsalaried volunteers in community-based instruction, transportation modes, financial management, procedures for obtaining cash from instructional supplies budget, fund raising, allocation of funds to pay for student consumed supplies, student body accounts, revolving cash, training and staff development, administrative training, procedures for staff development, training of community personnel, public awareness, evaluation procedures for curriculum, and program quality indicators. The curriculum guide, to which handbook is an adjunct, provides definitions of terms, a discussion of curricular options, and brief guidelines in the following instructional domains: domestic, community, career/vocational, and recreation/leisure. Also provided are curriculum quality indicators in the form of program options, and recreation/leisure. Also provided are curriculum quality indicators in the form of program opticitives. (DB)

ED 291 190 EC 201 957

Maxon, Janet
Abuse and Neglect of Children and Disabled
Adults: North Carolina's Mandatory Reporting
Laws and 1985-86 Update.
North Carolina Univ., Chapel Hill. Institute of Gov-

Pub Date—86

Pub Date—8e Note—73p. Available from—Publications Office, Institute of Government, Knapp Building 059A, The Univer-sity of North Carolina at Chapel Hill, NC 27514 (34.00 per copy, includes update; \$3.00

Government, Knapp Building 059A, The University of North Carolina at Chapel Hill, Chapel Hill, Nc 27514 (34.00 per copy, includes update; \$3.00 for 100 or more).

Pub Type—Guides - Non-Clastroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Pice - MF01 Plus Postage. PC Not Avallable from EDRS.

Descriptors—"Child Abuse, "Child Neglect, Death, "Disabilities, Family Violence, "Legal Responsibility, "Legislation, Recordkeeping, Victims of Crime

Identifiers—"Child Abuse and Neglect Reporting, North Carolina

The booklet explains requirements for reporting abuse or neglect of children and disabled adults contained in the North Carolina Juvenile Code and the Protection of the Abused, Neglected or Exploited Disabled Adult Act. Following a brief historical review, the text discusses who must report abused in the North Carolina must be reported, how a report should be made, how a child is protected in an emergency, what processes might follow a report (investigations, criminal prosecutions are afforded to those who report. An analysis of how well the reporting laws work includes a tabulation of the number of abused and/or neglected children reported to the North Carolina Central Registry annually, July 1971-June 1933, as well as total number of deaths each year attributable to abuse on neglect. Copies of selected statutes, with amendments through the 1983 Session of the North Carolina General Assembly and a summary of nonlegislative developments relating to liability for failure to comply with the reporting laws (VW)

ED 291 191

EC 201 958

ED 291 191

EC 201 1958
Children with Special Health Care Needs, Campaign '87, Surgeon General's Report, Commitment to: Family-Centered, Community-Based, Coordinated Care.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Report No.—DHHS-HRS/D/MC-87-2
Pub Date—Jun 87
Note—36p.
Available from—U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Bureau of Health Care Delivery and Assistance, Division of Maternal and Child Health, Rockville, MD 20857.

Pub Type- Opinion Papers (120) - Guides -

Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Agency Cooperation, *Community Programs, Costs, Delivery Systems, *Government Role, Health Needs, *Health Services, Information Dissemination, Research Needs, *Special Health Problems
Lientiflers—*Child Health Care
The Surgeon General's report on children with apecial health aceds proposes seven action steps needed to implement a community-based family centered health care approach. Recommended are the following actions: Pledge a national community-based service systems; Assist in ensuring adequate preparation of providers of care; Develop coalitions to improve the delivery of services; Establish guidelines to control costs of services; Establish guidelines to costs of services; Establish guidelines to costs of services; Establish guidelines t

EC 201 959 ED 291 192

ED 291 192 EC 201 959
Williams, Wer Mueller-Lewix, Patricia
Parent Leadership Program: Purent Involvement-Severely Handicapped, Final Report.
Vermont Univ., Burlington. Center for Developmental Disabilities.
3pons Agency—Vermont State Dept. of Education,
Montpelier, Div. of Special Education and Pupil

Spons Agency—Verm Montpelier. Div. of Personnel Services. Pub Date—Oct 87 Grant—G008430104

Personnel Services.
Pub Date—Oct 87
Grant—G008430104
Note—198p.
Pub Type— Reports - Descriptive (141) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Pestags.
Descriptors—'Agency Cooperation, 'Delivery Systems, 'Demonstration Programs, Elementary Secondary Education, Individual Needs, Models, Needs Assessment, 'Parent Education, 'Parent Role, Parent School Relationship, 'Severe Disabilities, State Programs, Workshops
Identifiers—Vermont
The report describes the development and implementation of a statewide (Vermont) service delivery system which employed and trained parents of children with severe handicaps to: (1) work with educators to facilitate their involvement with families, and (2) provide information and support services which addressed individual family needs. The family services were integrated into existing regional and local educational services for learners with severe handicaps. The first section of the report describes characteristics of the state and the educational service delivery model, while subsequent sections report the development and implementation of the model. Individual sections provide information on the following topics: identification of family needs, recruitment and training of parent support persons, coordination and integration with other training, continuous identification of training aceds, provision of information and support services, addressing regional and local needs, addressing individual family needs, consumer satisfaction, with support and information services, needs assessment satisfaction, resource guide satisfaction, training workshop satisfaction, costs and benefits, and dissemination. Pff-teen appendixes include sample training modules, sample pages from a community resource guide, sample pages from a community resource guide satisfaction form interview form, and a sample workshop evaluation form. (DB)

EC 201 960

ED 291 193

Walker, Margaret
The Makabae Vocabulary-Uses and Effectiveness.
Pub Date—Apr 87

Note—15p; Paper presented at the International
Afasic Symposium of Specific and Language Disorders in Children (1st, Reading, England, March
29-April 3, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF91/Pc01 Plus Postage.
Descriptors—Communication Aids (for Disabled),
"Communication Disorders, Foreign Countries,
"Language Acquisition, Manual Communication,
Sign Language, Teaching Methods, "Vocabulary

Identifiers—"Makaton Vocabulary

The paper describes the Makaton Vocabulary as an alternative communication mode for children and adults with communication and language difficulties. The language program comprises the following components: a core vocabulary based on concepts/items needed to express essential needs and experiences; the use of signs and/or symbols always associated with speech; and a specific structured set of teaching procedures. The core vocabulary is organized into eight sequential stages of increasing complexity and communication priority and can be personalized by elimination of irrelevant items and addition of other concepts. The teaching procedure has six steps: (1) setting up acts of communication; (2) establishing a learning pattern; (3) using vocabulary in the context of real objects and events; (4) teaching a range of functions; (5) teaching new concepts; and (6) teaching understanding and use of phrases. The Makaton Vocabulary is widely used in the United Kingdom. Makaton resource centers outside the United Kingdom are listed, and a bibliography of 31 items provided. (DB)

ED 291 194

Severnon, Herbert H. And Others

Standardized Mans Screening of At-Risk Students:

A Multiple Gating Approach.

Pub Date—29 Aug 87

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (95th, NY, August 29, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/POB1 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), "Behavior Disorders, Behavior Rating Scales, Classroom Observation Techniques, Elementary Education, "Handicap Identification, "High Risk Students, "Screening Tests, Tescher Role, "Test Reliability, "Test Validity

Identifiers—"Systematic Screening for Behavior Disorders

Reliability, "lest Validity Identifiers—"Systematic Screening for Behavior Disorders Reliability and validity data on a procedure for identification of students "at risk" for exhibiting behavior disorders are presented. The Systematic Screening for Behavior Disorders instrument relies upon teacher judgment and normative criteria in three interrelated stages that cross validate the results of each other. Stage 1 has teachers rank students on both "externalizing" and "internalizing" behavioral dimensions. Stage 2 involves teacher completed rating measures on adaptive and maladaptive behavior while Stage 3 includes observation in classroom and free play settings which are used to confirm other measures. Data are presented on a districtwide trial involving 158 classroom teachers in 16 schools. Observation data on 301 elementary grade students confirm the accuracy of this cost effective procedure in identifying children exhibiting behavior disorders. (Author)

EC 201 962 ED 291 195

ED 291 195

Egeiske, Maxine L.

The Referral Process: Inservicing Teachers on Identifying Handleapped Children.

Pub Date—[87]

Note—8p.

Pub Type— Guides - Non-Classroom (055) —
Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—9Disabilities, Elementary Secondary

Education, *Inservice Teacher Education, *Mild Disabilities, *Referral Identifiers—*Regular and Special Education Relationship

Identifiers—Regular and opecas and inservice educationaling. The paper provides guidelines on inservice educational needs of regular education teachers in the
area of identifying and referring handicapped children. Educators need to look at solutions for the
hard-to-teach child other than referral to special education, such as using specialists to assist regular
teachers, clarifying the roles of regular and special
educators serving mildly handicapped students, and
using pre-referral intervention systems. Specific
suggestions regarding the purpose of inservice, establishment of inservice committees, conducting a
needs assessment, programming, and evaluation are
offered. (DB)

ED 291 196 EC 201 963

ED 278 APR Regers, Brenda G.
A Comparative Study of the Attitudes of Regula Education Personnel toward Mainstreamin Standissummed Students and Variables Affecting

Those Attitudes.
Pub Date—16 Mar 87
Note—34p; Paper presented at the Pan American Conference on Rehabilitation and Special Education (4th, Acapulco, Mexico, March 15-18, 1937).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—9 Age Differences, *Disabilities, Elementary Education, Elementary Secondary Education, High Schools, *Mainstreaming, Middle Schools, *Teacher Attitudes, Teacher Background, Teaching Experience
The study examined whether significant differences existed in the expressed attitudes of elementary, middle, and secondary level regular education teachers and support staff (N =92) toward mainstreaming and what variables impacted these attitudes. The 'Mainstreaming Questionnaire' was used and inferential statistics applied to analyze differences in subjects' scores. Findings indicated significant differences in expressed attitudes of regular education teachers and support staff based on type of school in which they were working with high school and middle school personnel less supportive of mainstreaming than elementary school teachers. The findings did not indicate significant differences in the attitudes of the groups based on exposure to handicapped students, years of experience, certification level, and previous training in special education. (Author/DB)

EC 201 964 ED 291 197

Archer, Renee
A Review of Curriculum Guides Developed for the
Profoundly Mentally Handicapped (PMH) Pop-

alation.
outh Carolina State Dept. of Education, Columbia.
Office of Programs for the Handicapped.
ub Date—Oct 86

Office on April 2015 Oct 86
Note—Oct 86
Note—39p.
Pub Type—Reference Materials - Directories/Cat-

Note—39p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Elementary
Secondary Education, *Severe Mental Retards-

Secondary Education, "Severe Mental Retardation
Identifiers—South Carolina
The monograph is intended to provide teachers of profoundly mentally handicapped students in South Carolina with a guide to ten existing curricula which were reviewed by the State Department of Education Consultant for the profoundly mentally handicapped. Usually included for each guide is timformation on curriculum components and instructional format, one or more descriptives (samples from the guide), a synopsis, the publisher, cost, and name/address of a contact person. (DB)

name/sadress of a contact person. (DB)

ED 291 198

BC 201 965

DeCrease, Toni

A Resource Paper for the Regular and Special
Education of Learning Disabled Students.
South Carolina State Dept. of Education, Columbia.
Office of Programs for the Handicapped.
Pub Date—[86]

Note—53p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MFDL/PC03 Plus Pestage.
Descriptors—*Classroom Techniques, Cooperative
Programs, Elementary Secondary Education,
"Handicap Identification, "Interdisciplinary Approach, Interpersonal Competence, "Learning
Disabilities, "Mainstreaming, Resource Teachers,
Special Education Teachers, Teacher Role,
Teaching Methods
Identifiers—"Regular and Special Education Relationship

The resource paper for regular and special teachers of learning disabled students on cooperative initiatives between regular and special education is presented in a question and answer format. The foliowing questions are discussed: How can I recognize children with learning disabilities in my classroom? If I suspect a student to have a learning disability what records should I keep to sid in making a proper referral? How do I know if the material I am using in my classroom is too difficult for my learning disabled student? What role must I play as a resource teacher in supporting teachers who serve learning disabled students in regular classrooms? How important is effective communication for a resource teacher? How can I, as a regular educator, help to implement the IEP (Individualized Education Plan) on a daily basis in my classroom? What adjustments

can I make in an effort to aid learning disabled chil-dren in my regular classroom? Should I change my teaching methods in dealing with learning disabled children in my regular classroom? How can teachers find "extra time" for cooperative planning? How can secondary educators prepare learning disabled students for college? What problems do the learning disabled encounter in making social adjustments?

EC 201 966 ED 201 100

ED 291 199

ED 291 199

EC 201 966
Signs for Instruction: A Reference Manual of Preferred South Carolina Signs.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
Pab Date—87
Note—5389.
Pub Type— Reference Materials - Vocabularies/Classifications (134)
Descriptors—"American Sign Language, "Descriptors—"American Sign Language, "Descriptors—"South Carolina
The reference manual of preferred sign language signs represents an effort by a special South Carolina task force to develop a single, systematized approach for signing in instructional settings throughout the state. The manual, which contains illustrations and instructions for formation of approximately 2,500 signs, was developed by establishing a word list of essential vocabulary utilized in the primary grades and then identifying preferred signs were: English, American Sign Language, or Pidgin Sign English word order; the use of fungerspelling when appropriate; discouragement of the invention contains when appropriate; the use of fungerspelling. Provides information on the history of sign language, grammar of sign language, and fingerspelling. Provides for each sign are an illustration, a sample usage, and formation instructions. Appended are the signs for the American Manual Alphabet, numbers, ordinals and money, the days of the week, and cities in South Carolina. (DB)

ED 291 200

EC 201 967

ED 291 200 EC 201 967

Thompson, Marie And Others

Language Assessment of Hearing-Impaired School

Age Children.

Age Calidren.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Report No.—ISBN-0-295-96544-4
Pub Date—87
Grant—G008200501
Note—304p.

Grant—Gunescon.

Note—304p.

Note—304p.

Valiable from—University of Washington Press,
P.O. Box 50096, Seattle, WA 98145 (\$25.00,

antity discounts).

ity discounts). ne— Books (010) — Guides - Non-Class-

Available from—University of Washington Fress, P.O. Box 50096, Seattle, WA 98145 (525.00, quantity discounts). Pat Type—Books (010) — Guides - Non-Class-room (055)

EDRS Frice - MpBi Plus Postage, PC Not Available from EDRS.
Descriptors—*Communication Disorders, *Diagnosite Tests, *Educational Diagnosis, Evaluation Methods, *Hearing Impairments, Intervention, *Language Acquisition, Language Skilla, Language Tests, *Learning Disabilities, Screening Tests, Student Evaluation, Test Selection Focusing on the realities and constraints operating in public school settings, this book suggests ways that school personnel with responsibilities for hearing-impaired and other language delayed children can produce effective language assessments and interventions. Following an overview of language development, the book is organized into sections which constitute "steps" in the assessment process. The first step, "Evaluating Tests," covers the purpose of a language assessment and insues such as norms, validity, and reliability, and concludes with a checklist for evaluating language tests. "Selecting a Test Battery" defines a test battery, discusses for mal-informal testing, reprints the Kendall Communicative Proficiency Scale, provides examples of test stateries, and cites test modification techniques of a describer of tests and special considerations for administering tests and special considerations for testing the hearing-impaired child. "Obtaining and Using Language Samples" describes ways to obtain written, elicited, and spontaneous RIE JUI. 1988

language samples; discusses methods of recording and analyzing spontaneous language; and gives sample recording forms. The final section contains descriptions and critiques of 36 svallable language tests, including ordering information, ages for which the tests are designed, instructions for test administration, norms, reliability, validity, advantages, disadvantages, and other notes. (JDD)

ED 291 201

Brounstein, Paul Holahan, William
Change in Self-Concept and Attributional Patterns of Gifted Adolescents as a Result of Consensual Validation.

Pub Date—21 Apr 87

Note—50p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, DC, April 20-24, 1987). ED 291 201 EC 201 968

vention of the American Educational Research
Association (Washington, DC, April 20-24,
1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Academically Gifted, *Attribution Theory, Enrichment Activities, Failure, *Gifted, *Interpersonal Competence, Intervention, Junior High Schools, Physical Activities, *Self Concept, Self Esteem, Success, Summer Programs
The study attempted to chart the differences in self-concept between academically gifted and non-gifted competent seventh-graders, and also to investigate the attributional patterns associated with self-concept across four domains of activity-social and academic achievement oriented success and failure. The study attempted to measure changes in both self-concept and attributional patterns manifested after an intervention in which students experienced a type of consensual validation process as a by-product of participating in an academically rigorous summer residential program. A nonequivalent control group design involving ree, immediate, and remote-post measures was employed. The premeasure showed differences between gifted and competent students where competent students had significantly greater self-concepts in the areas of social and physical activities while gifted students were less likely than competent students to take credit or see as pervasive the causes for social failure, providing tentative support for the hypothesis that short-term consensual validation would moderate observed group differences. (Author/JDD)
ED 291 202

EC 201 969

EC 201 969 ED 291 202

group differences. (Author/JDD)

ED 291 202

Hallam, Philippa M. Williams, John G.

Movement Control in Cerebral Palsied Children
during a Developmental Test.

Pub Date—Sep 87

Note—13p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (2nd, York, England,
September 11-14, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cerebral Palsy, Child Development,
Difficulty Level, Early Childhood Education, Eye
Hand Coordination, Intelligence Tests, "Motor
Development, Object Manipulation, "Performance Factors, "Performance Tests, "Psychomotor Skills, "Standardized Tests, Task Analysis,
Testing Problems, Toys
The purpose of the study was to determine
whether particular aspects of movement control influenced the performance of 2-year-old children on
standard developmental test, and thus influenced
assessments of intellectual progress based on that
sets. Six cerebral-palsied (CP) children were compared with six children not suffering motor system
dyscontrol (NCP) on a brick tower-building task.
Results showed that the most competent NCP
child. Two distinct sub-groups were found within
the CP group-one which achieved acceptable
age-related performance with slightly lower levels
of control than the NCP group and another which
showed very low levels of control especially in digital manipulation of the test objects. (Author/JDD)

ED 291 203
Disabilities: An Overview. ERIC Digest #420.
Revised.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0010

Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Disabilities, Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, Resources, "Special Education

ary Education, Incidence, Resources, "Special Education Identifiers—ERIC Digests
This digest lists and defines the disabilities which entitle a child to special education, estimates the number of U.S. children requiring special education, briefly discusses the educational implications of disabilities, and lists 6 printed resources and 14 organizational resources which can provide further information. (JDD)

ED 291 204 EC 201 971 Learning Disabilities. ERIC Digest #407. Revised.

vised.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0010

Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please encloses self-addressed envelope).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, *Learning Disabilities, Resources, *Special Education

Incidence, *Lea *Special Education tentifiers—ERIC

"Special Education Identifiers—ERIC Digests
This digest defines learning disabilities, cites their
prevalence, describes typical characteristics of
learning-disabled students, outlines educational implications of learning disabilities, and lists several
printed and organizational resources for further information. (JDD)

ED 291 205
Critical Presentation Skills-Research to Practice.
ERIC Digest #449.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—30.

Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Disabilities, "Educational Practices, Elementary Secondary Education, "Instructional Effectiveness, "Research Utilization, "Teaching Methods Identifiers—ERIC Digests

Methods Identifiers—ERIC Digests
This digest looks at research findings and instructional applications of effective teacher presentation skills. Research has identified five critical skills: eliciting frequent responses, maintaining an appropriate pace during the lesson, maintaining attention, monitoring student responses and adjusting the lesson, and ensuring all students an equal chance to learn. Specific findings concerning each of these skills and suggestions for implementation are provided as are 25 references and/or resources. (DB)

ED 291 206 Lesson Structure: Research to Practice, ERIC Digest #448.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handi-

Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Non-Claseroom (055)
EDRS Fries—MF01/FO01 Plus Postage.
Descriptors—Educational Practices, Elementary Secondary Education, "Instructional Effectiveness, "Lesson Flana, "Mild Disabilities, "Research Utilization, Teaching Methods Identifiers—ERIC Digests
This digest looks at research findings and instructional applications concerning lesson structure for teacher directed initial instruction of mildly handicapped students. Research has identified seven critical elements of teaching method: gain the learner's attention, review relevant past learning, communicate the goal of the lesson, model the skill to be learned, prompt for correct response, check for skill masstery, and close the lesson. Specific findings and suggestions for implementation are provided for resources are listed. (DB)

ED 291 207

EC 201 974

ED 291 207

Warger, Cynthia L., Ed. Weiner, Bluma B., Ed.
Secondary Special Education: A Guide to Premising Public School Programs.
Council for Exceptional Children, Reston, Va.;
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-176-5
Pub Date—87

Report No.
Pub Date—87
Contract—400-84-0010

Contract—400-84-0010
Note—139p.
Available from—The Council for Exceptional Children, Publication Sales, 1930 Association Dr., Reston, VA 22091-1589 (\$20.00, \$17.00 CEC member; Stock No. 322).
Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PCBS Plus Postage.
Descriptors—Accountability, Behavior Modification, Computers, Coordination, "Bducational Practices, "Educational Trends, "Program Effectiveness, Program Evaluation, Scoondary Education, "Special Education, Standards, Vocational Evaluation

tiveness, Program Evaluation, Secondary Education, *Special Education, Standards, Vocational
Evaluation
The book discusses current issues and trends in
special education programming at the secondary
level. An introductory chapter by Cynthia L.
Warger outlines service delivery program models
and the range of curriculum content options. In
Chapter 2, Janet Sansone focuses on the issue of
secondary special education as it relates to
educational rights of handicapped students and secoudary special education teacher preparation.
Other trends described include learning strategies
training for mildly handicapped students, programming for moderate to severely handicapped students, self-mediated and peer-mediated
instructional approaches, vocational assessment,
computer technology, and the high dropout rate
among secondary level handicapped students. Andrew S. Halpern describes characteristics of a quality program in Chapter 3, focusing on curriculum
and instruction, coordination of services, transition,
and documentation of planning and school outcomes. A proposed set of 55 program standards concludes the chapter. The balance of the book consists
of program descriptions of 66 promising public
school programs, resource room programs, programs for special opulations, career, vocational, or
transitional programs, and special schools or centers. (JW)

ED 291 208 Craney, Thom EC 201 975

Crossy, Thomas J.

Improving the Process for Identifying Seriously

Emotionally Disturbed Students Utilizing a De-cision Facilitation Model in Elementary Schools.

Pub Date—28 Jun 87

Paport. Nova University -81p.; Practicum Report, Nova University.

Pub Type— Dissertations/Theses · Practicum Papers (043) — Reports · Descriptive (141) — Reports · Evaluative (142)

EDRS Price · MP01/PC04 Plus Postage.
Descriptors—Accountability, *Behavior Disorders, Elementary Education, Eligibility, *Emotional Disturbances, *Handicap Identification, Inservice Education, *Interdiscipinary Approach, Models, *Participative Decision Making, Student Evaluation

*Participative Decision Making, Student Evaluation
The practicum was designed to improve the multidisciplinary team (MDT) process for identifying sefrously emotionally disturbed (SED) students
within five elementary schools, with the primary
goal of implementing a decision facilitation model
in order to provide a more systematic approach to
SED identification. Initially, inservice training was
provided to 40 MDTs in order to improve their
conceptual understanding of the SED identification
process. During the 12-week implementation phase, a decision facilitation model was implemented
which focused on MDT responsibilities, information gathering and documentation requirements,
and specific SED eligibility criteria. Twenty of the
originally inserviced MDTs completed a post-implementation evaluation instrument. Results suggested that inservice training efforts were successful
in improving MDT members' understanding of the
critical conceptual components and eligibility criteria found within the SED definition. The decision
facilitation model was judged an improvement over
previous identification procedures by a majority of
respondents. Among concluding recommendations
is an effort to improve the relationship between asassament and eligibility procedures and intervention
strategies. (JW)

ED 291 209

EC 201 976

ED 291 209

Mental Retardation: Meeting the Challenge.
World Health Organization, Geneva (Switzerland).
Report No.—ISBN-92-4-170086-6; WHO-86

Report No.—ISBN-92-9-1
Pub Date—85
Note—48p.; Prepared in collaboration with the
Joint Commission on International Aspects of
Mental Retardation.
Information Analyses (070)
PC Not Avail-Pub Type— Information Analyses (070) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Community Resources, "Delivery Systems, Developed Nations, Developing Nations, Etiology, Futures (of Society), "Global Approach, Handicap Identification, International Organizations, Long Range Pianning, "Mental Retardation, "National Programs, "Public Policy, Rehabilitation, Voluntary Agencies

Major components of care for mentally retarded persons are discussed from an international perspective. The use of community resources to provide comprehensive services is emphasized, including teaching and rehabilitation techniques. Topics addressed include identification and assessment; etiological factors (prevalence and causative factors), national policy formation; services (community programs, prevention and treatment, training and rehabilitation, manpower development); and the role of voluntary and international organizations. Forty-three references are appended. (JW)

ED 291 210 EC 201 977

ED 291 210

Argresta, K. And Others

Back at School Learning! (An Able Teaching Unit)
and Autumn Antics! (An Able Teaching Unit)
and Autumn Antics! (An Able Teaching Unit).
Wayne County Intermediate School District, Detroit, Mich.
Pub Date—87
Note—131p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP91/PC06 Plus Postage.
Descriptors—Class Activities, Curriculum, Elementary Education, *Learning Activities, *Multiple Disabilities, *Severe Mental Retardation, Student Educational Objectives, *Teaching Methods
Contained in this teaching guide are two units that offer teaching strategies and activities for use with severely and multiply mentally impaired elementary aged students. The with severely and multiply mentally impaired elementary aged students. The with severely and multiply mentally impaired elementary aged students. The with severely and multiply mentally impaired elementary aged students. The guide is intended to provide structured experiences to foster the use of augmentative and alternative communication systems. Introductory material provides information on curriculum philosophy, program model, and rationale. Activities are developed to build on three levels of performance/response: awareness, imitation, and self-initiation. Instruc-

tional methods stress precision teaching (task analysis) and effective group teaching. A sample classroom layout, instructions for making pillow chains and a swing-out divider arm, and a sample schedule precede the specific unit on "back to school learning." The unit's four instructional objectives are (1) becoming familiar with staff, peers, and routine; (2) learning to use basic objects and equipment associated with school; (3) building a classroom "family" and (4) building and strengthening each person's identity. Activities for tais unit and for the "autumn antics" unit focus on "current events," "integranted arts," "discovery," and "home management." The "autumn antics" unit revolves around the concepts of autumn and apples, fall sports (football, World Series), fall leaves and their colors, and country life. Presented for each activity in both units are a general description, content area, materials, teaching suggestions (coded to behavioral objectives) and a form for recording the individual student's response to the activity. Instructional materials for duplication are appended to both units. (DB)

ED 291 211 EC 201 978

ED 291 211

EC 201 978

McCullagh, James G.

Barriers to Adoption of Special Needs Children: A
National Study.

North American Council on Adoptable Children,
Washington, DC.; University of Northern lowa,
Great Falls. Dept. of Social Work.
Pub Date—Sep 85
Note—182p.; The Graduate College of the University of Northern lowa also provided a Grant for
this study. Appendix is printed on colored paper.
Pub Type—Reports - Evaluative (142) — Reports
- Research (143) — Tests/Questionnaires (160)

EDRS Price - MFD1/PC08 Plus Postage.
Descriptors—"Adoption, "Agency Role, Blacka,
Delivery Systems, "Disabilities, Hispanic Americans, Individual Needs, Parent Attitudes, Questionnaires, Social Agencies, Social Services
This exploratory study analyzed the incidence
and nature of barriers experienced by applicants
wishing to adopt special needs children, defined as:
"children who are older, have physical disabilities,
are emotionally troubled, or are mentally retarded.
Many are Black or Hispanic. Some are brothers and
sisters who need a home together." Between
mid-January and the end of June 1984, approximately 13,000 questionnaires were mailed to affilistee of the North American Council on Adoptable
Children (NACAC), foster parents associations,
and other groups and individuals. Usable surveys
were returned by 535 respondents, of whom 55.7
percent were identified as having experienced a
homestudy barrier. Of the 191 white married respondents, 125 experienced a homestudy barrier.
Consistent with other investigative findings, Blacks
and single females and males clearly encountered
homestudy barriers. Very few respondents expressed interest in adopting mentally retarded children or those with severe or even moderate
disabilities. Almost 60 percent were unwilling to
adopt a child older than 9 years. It is concluded that
there is a mismatch between available children offered by agencies and what most respondents apparently want. Identified limitations of the study
include the inability to identify the number of person

ED 291 212 EC 201 979

Rhet, Tae Yung
Special Education and Welfare Activities for the
Handicapped in Korea Spearheaded by Taega
University and its Affiliated Institutions, Let's
Make the Handicapped the Light of the Global
Villags.

Make the risinicapped the Lagist of the Council Village.

Taegu Univ. (South Korea).

Pub Date—Apr 87

Note—32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (55th, Chicago, II., April 20-24, 1987). Pictures will not reproduce clearly.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Polivery Systems, 90 isabilities, Elementary Education, Foreign Countries, History, Private Schools, Rehabilitation, Secondary Education, Polivery Private Schools, Polivery Privat

cation, *Special Schools, Teacher Education Identifiers—*Korea
The document traces the historical background and current status of educational and rehabilitative programs for handicapped persons sponsored by Taegu University (Korea) through the Young Kwang Educational Foundation. The history and early endeavors of the Foundation are described, noting the initial impetus derived from Protestant church and missionary activities in Korea. In 1946, Rev. Young Shik Rhee founded Taegu School for the Blind and Deaf, the first private special school in Korea. During the 1950s, a program for teacher training in special education and social weifare was established at Taegu School. Beginning in the 1960s, a period of expansion for the Foundation has included the establishment of private schools (with educational programs at both primary and secondary levels) for the blind, deaf, mentally retarded, physically handicapped, and emotionally disturbed. According to statistics presented, private institutions are the predominant providers of educational programs for the handicapped in the Republic of Korea. The document, which is printed in brochure form and amply illustrated with both black and white and color photographs, concludes with a discussion of goals for the fluture, including the need for early intervention services, programs for the multhandicapped, and vocational rehabilitation. (JW)

EC 201 980

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thandicapped, and vocational rehabilitation. (JW)
ED 291 213
EC 201 980
Hollingsworth, Putricia L.
The University of Tulsa School for Gifted Children.
Tulsa Univ., OK. School for Gifted Children.
Tulsa Univ., OK. School for Gifted Children.
Pub Date—[87]
Note—11p.; For related document, see EJ 329 759.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—Curriculum, Educational Philosophy,
Elementary Education, "Elementary School Curriculum, "Gifted, "Learning Strategies, Mctsoognition, "Private Schools, "Problem Solving,
Teaching Methods
Identifiers—"Enaction Theory, Math Their Way
Program, Talents Unlimited Program, "University of Tulsa OK.
The University of Tulsa (Oklahoma) School for
Gifted Children is a full school program for able
learners ages 3-12. The school is the only one in the
nation to use a curriculum based on Enaction Theory which postulates that thinking is a matter of
running a simulation in one's head and involves
three steps: (1) creating a mental model, (2) manipulating that model, and (3) developing a strategy for
problem solving. The curriculum also incorporates
tother hands-on, experience-based approaches, including Renzuillis' Triad Enrichment approach to
children's independent investigations, the Talents
Unlimited model to development, and Math Their
Way and Mathematics a Way of Thinking for the
math program. Each classroom has a lead teacher
and one or more assistants. Consultants in computers and mathematics, music, Spanish, art, and aciesca are available. Students are selected by an
Admissions Board using interviews, parent information forms, and results of tests measuring verbal,
quantitative, perceptual, and creative abilities. The
school sponsors conferences for teachers and parents of gifted and talented youngsters and serves as
the practicum site for The University of Tulsa's master's degree with specialization in gifted education.
(VW)

ED 291 214

Bober, Deb Crowley, Shirley
Needs Assessment Management in Special Physical Education, Comprehensive System of Personal Development in Physical Education.
Georgia Univ., Athens.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date—85
Grant—G008400627
Note—197p.; For the CSPD-PE final report, see EC 201 982. Portions contain small print. An accompanying "Spec. PE" software diakette is not included here.
Pub Type—Guides - Non-Classroom (055) —

Pub Type— Guides - Non-Classroom (055) — Computer Programs (101) — Tests/Question-

Computer Programs (101) — Tests/Q naires (160) EDRS Price - MF01/PC08 Plus Postage. Descriptors — Adapted Physical Educatio abilities, Elementary Secondary Ed

*Needs Assessment, *Physical Education Teachers, Special Education, *Surveys, *Teacher Edu-

ation entifiers—*Comprehensive System of Personnel

cation
Identifiers—*Comprehensive System of Personnel
Development
The text and accompanying software are for use
by state education agency personnel concerned with
needs assessment under the Comprehensive System
of Personnel Development (CSPD) as it relates to
special physical education. "Book One," devoted to
strategic planning, contains background information and directions for the development of effective
needs assessment procedures covering preservice,
inservice and staff development needs for those persons providing physical education for handicapped
students. Appendices include (1) a comparison of
survey research in adapted physical education; (2)
blank forms to complete comprehensive plan needs
statements, a special education inservice training
and staff development needs survey, and a physical
education survey; (3) the model for the Georgia
physical education survey; (4) a system for establishing sample size; and (5) a prototype monitoring
instrument for physical education. "Book Two," on
data collection and analysis, is designed to acquaint
state agency personnel with the SpecPE Needs Assessment Management System. It contains a survey
instrument, documentation for using the analysis
software (provided on IBM compatible floppy disk),
and samples of printed reports the system can produce. An overview of the data storage and retrieval
system are provided along with instructions for data
entry, file management, and minor in-house modifications. Attachments include: (1) a position paper
on physical education (PE) for individuals with
handicapping conditions written in response to a
request from the Office of Special Education Programs; (2) a practitioner's survey on PE services
provided to handicapped students (the original data
events. grams; (2) a practitioner's survey on PE services provided to handicapped students (the original data collection instruction); (3) a CSPD-PE plans and services brochure; (4) guidelines for SpecPE error collection instruction); (3) a CSPD-PB pass and services brochure; (4) guidelines for SpecPE error correction procedures; (5) an annotated list of sym-posium papers on teacher training needs in adapted PE; and (6) federal compliance guidelines for PE services to handicapped children. (VW)

EC 201 982 ED 291 215

Bundschuh, Ernest L.
Comprehensive System of Personnel Development
in Physical Education (CSPD-PE). Final Re-

gert, Georgia Univ., Athens. Div. for Exceptional Chil-

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation. Pub Date—May 87

Grant—G008400627
Note—171p.; For the SpecPE manual, see EC 201
981. The extensive appendixes contain frequent
handwritten material and are of varying legibility.
Pub Type—Reports—Descriptive (141)—
Tests/Questionnaires (160)
EDRS Price—MF01/PC07 Plus Pestage.
Descriptors—Adapted Physical Education, *Disabilities, Elementary Secondary Education, ens. Special Education, *State Departments of Education, Surveys, *Teacher Education
Identifiera—*Comprehensive System of Personnel
Development

Identifiers—"Comprehensive System of Personnel Development
A 3-year project was undertaken to assist states in facilitating the development of a needs assessment management system in special education with a specific focus on the needs of physical educators serving handicapped students. During the first year the project staff met with state education agency personnel responsible for the Comprehensive System of Personnel Development (CSPD) program and reviewed the CSPD portion of all State Plans submitted to the Office of Special Education and Rehabilitation Services. They were then able to produce a functional needs assessment product, including a manual and software, with enough flexibility to meet unique needs identified in each state. The second and third years of the project were spent assisting states to implement the SpecPFE Needs Assessment Management System through both regional and on-site training programs. Direct training was provided to personnel in the contiguous 48 states, Alsaka, and Puerto Rico. Hawaii and the trust territories were provided all project materials plus a videotape covering all training sequences which have also been provided to each of the Regional Resource Centers. Throughout the duration of the project, nationwide open communication was

Bulletin Board through the SpecialNet electronic network. The report contains a general overview of the project, a description of methods and procedures, a table summarizing physical education services for special education students, a list of trainees by state, and a sample state analysis plan. The bulk of the document consists of a series of appendixes. They include (1) excerpts from monitoring instruments; (2) a National Consortium on Physical Education for the Handicapped position paper; (3) dissemination and SpecialNet materials; (4) sample pages from the SpecPE manual; (5) the original data collection instrument for the project; (6) requests for information and project materials; (7) a sample state analysis plan; (8) evaluation forms and letters; and (9) videotape scripts developed by the project. (VW)

ED 291 216

Stowitschek, Joseph J. Salzberg, Charles L.

Job Success for Handicapped Youth: A Social
Protocol Curriculum.

Council for Exceptional Children, Reston, Va.;

ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-172-2
Pub Date—87

Report No.—ISBN-0-86 Pub Date—87 Contract—400-84-0010

Contract—43.00 Not—65p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 (\$11.00, \$9.35 members; Publication No. 321).

Children Non-Classroom (055) — In-

Pub Type— Guides - Non-Classroom (055) — In-formation Analyses - ERIC Information Analysis

lication No. 321).

Pub Type— Guides - Non-Classroom (055) — Information Analysis Products (071)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—*Disabilities, Education Work Relationship, Employer Attitudes, Employer Employee Relationship, Employement Problems, *Interpersonal Competence, Secondary Education, *Social Coupletion, *Social Coupletion, *Social Development, *Transitional Programs, *Vocational Adjustment, Vocational Education, Vocational Evaluation The book is intended for use by school- and non-school-based professionals in teaching a provides guidelines, procedures, and instrumentation for: (1) assessing chient status on socially validated social skills end social expuried in both school- and community-based employment settings; (2) using curricular guidelines and scripts for teaching essential social skills; (3) teaching social skills in actual work settings; and (4) individualizing the instructional process to accommodate both client attributes and specific setting requirements. Work-at-school curriculum examples for each of 22 identified social-vocational skills describe the events that cocasion social responding, analyze the kind of responses that are called for, and suggest a focus for training. The competitive employment curriculum guide, intended to aid social-vocational skill training on the job, uses the same 22 skills embedded in eight scripts that describe ongoing interactions taking place in five different jobs (automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher). An appendix contains master forms designed to be reproduced for use with the social protocol curriculum. (VW)

ED 291 217 Barringer, Mary Dean
You Should be Duncin:! The Role of Performing
Arts in the Lives of the Severely and Profoundly

Handicapped.
Wayne County Intermediate School District, Detroit, Mich.

Wayne County Intermediate Scance District, Mich.
Pub Date—86
Note—112p.
Available from—Wayne County Intermediate School District, 33500 Van Born, Wayne, MI 48184 (\$6.00).
Pub Type—Guides - Clasaroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Cultural Activities, Curriculum Development, "Dance Therapy, Elementary Secondary Education, History, Imitation, "Movement Education, History, Imitation, "Movement Education, "Self Expression, "Sensory Integration, "Severe Disabilities
The manual presents a program planning framework and teaching units for teaching dance and

RIE JUI. 1988

movement to severely and profoundly handicapped individuals. The planning framework contains four-components: (i) seathetic perception/multisensory integration; (2) creative expression; (3) dance herisage/historical and cultural; and (4) seathetic valuing/enjoyment, observation, recognition. Contents, goals, and long- and short-term objectives are identified for each. The teaching units correspond to the first three components and are designed to encourage student awarenes, imitation, and self-initiation. The creative movement curriculum developed for component one contains nine lessons. Instructions for each leason cover objectives, warm-ups, improvisational dance, relaxation, isolated movement to music, partner movement activities, and object control. For component two, some 24 activities designed to build a repertoire of experiences with improvisation, choreography, and elements of form are described and accompanied by music, diagrams, and a list of books, records, and videotapes useful for their implementation. The teaching units for component three present structured "dance" lessons in the areas of folk dance, square dance, and contemporary dance that are presented in the format of an all-school performance. (VW)

EC 201 985

ED 291 218

Flowler, Susan A.

Planning School Transitions: Family and Professional Collaboration. Final Report, July 1, 1984
through June 30, 1987.

Kannas Univ., Lawrence. Bureau of Child Research.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Handicapped Children's Barly Education Program.

Pub Date—87
Grant—G008401758

Note—61s. For related documents, see EC 201

iote-63p.; For related documents, see EC 201 986-987.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

BDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Disabilities, "Family School Relationship, Mainstreaming, "Preschool Education, Programs—The Program Evaluation, "Transitional Programs—The Program Evaluation, "Transitional Programs—The Program Evaluation of the Programs—The Comstructing a programs—The Programs—The Comstructing a programs—The Programs—The Programs—The Child for a change of classrooms and programs; and (8) evaluating the Pransition component. This document consists of a project summary and three appendixes providing checklists and evaluation instruments, planning guides, interview protocols, teacher and parent surveys, and other representative project materials. (Author/WW)

ED 291 219

EC 201 986

ED 291 219 EC 201 986

ED 291 219

Hains, Ann Higgins And Others

Planning School Transitions: Family and Professional Cellaboration.

Spons Agency—National Inst. of Mental Health (DHHS), Betheada, Md.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—[87]

Grant—OSERS-024BH0009; R01-MH-20410-15

Note—25p.; For related documents, see EC 201

983 and EC 201 987.

Pub Type—Reports - General (140)

983 and EC 201 987.
Pub Type-Reports - General (140)
EDRS Price - MFDL/PC01 Plus Postage.
Descriptors - Behavior Development, *Disabilities,
*Family School Relationship, *Kindergarten,
*Mainstreaming, *Preschool Education, Skill Development, Teacher Role, Teacher Student Relationship, *Transitional Programs
The paper discusses the roles of educational agencies, teachers, parents, and the children themselves

in ensuring successful transitions from special education preachools to mainstreamed kindergarten placements. Factors determining classroom placements for the child include chronological age, results of school readiness and developmental screening tests, rates of inappropriate child behavior and teacher attention, and the ability to meet demands of the future classroom environment. Parents choosing to actively participate as partners and teachers can help prepare the child for transition, help maintain and generalize some of the critical skills necessary for a successful transition, and serve as a bridge between the two programs. The sending teacher can become familiar with the curriculum and routines of potential receiving programs and focus on teaching the skills that the child must demonstrate upon kindergarten entry. The receiving teacher may need to evaluate traditional kindergarten routines, teach academic support skills in addition to academic content, and establish new communication patterns with parents. Educational agencies should promote interagency coordination and communication. Thirty-nine references are provided. (VW)

ECJ 201 220
EC 201 987
Chandler, Lynette K. And Others
Assessing Family Needs: The First Step in Providing Family-Focused Intervention.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—(85)
Grant—OSERS-024BH50009
Note—370: For related decumpath and EC 201

ote-32p.; For related documents, see EC 201 985-986.

985-986.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— "Disabilities, Educational Objectives, "Family Counseling, "Family School Relationship, "Intervention, "Needs Assessment, Outcomes of Treatment, Parent Child Relationship, Parent Participation, Parent Teacher Cooperation, Preschool Education, "Program Development"

tion, Preschool Education, "Program Devolopment
This paper provides a brief review of the issues regarding families in early intervention programs for handicapped children and proposes the assessment of family needs as a first step in designing family-focused interventions. While traditional approaches to early intervention tend to be exclusively child-focused, professionals are encouraged to respond to a child as part of a family unit because handicapping conditions place both the child and family at risk. Intervention goals might take into account the extent of family time and resources available for home- or center-based therapy, the family's interest in the development of certain child skills, and the family's ability to be involved in the therapy program. Professionals ought to review existing assessment tools and interpretation methods to determine if they evaluate need from the family's perspective and promote understanding between professionals and families. The purpose of both intervention and assessment should be clearly understood, the purposes should be similar when possible, and needs should be stated in measurable terms. Intervention goals and tasks should address the family's strengths as well as needs while taking into consideration the impact on the family's time, finances, and skills. Outcome measures must reflect parent and family gains and satisfaction along with child gains. Fifty-two references are provided. (VW)

EC 201 990 ED 291 221

And Others

Annotated Bibliography of Literature on Planning
Comprehensive, Integrated Service Delivery
Systems for Children with Special Needs and
Their Families. Linking Community Resources in
Order To Service Children with Special Needs
and Their Families.

and Their Families.

Kansas Univ., Lawrence. Bureau of Child Research.; Kansas Univ., Lawrence. Dept. of Special

ns Agency—National Inst. on Disability and chabilitation Research (ED/OSERS), Washing-

Menacilitation Research (ED/OSERS), Washington, DC.
Pub Date—Sep 87
Contract—300-84-0149
Note—100p; A product of Project Nexus.
Pub Type— Reference Materials - Bibliographies
(131)

(131) EDRS Price - MF01/PC04 Plus Postage. Descriptors—*Agency Cooperation, Co Action, *Community Development, *

tive Planning, "Delivery Systems, "Disabilities,
"Diseases, Early Childhood Education, Family
Programs, Integrated Activities, Program Development, Social Services, Technical Assistance
This annotated bibliography was compiled by
Project NEXUS as a resource for local community
groups or agencies wishing to improve services to
disabled or chronically ill children, from birth to 3
years of age, and to their families. The bibliography
lists English-language books, journal articles,
guides, and manuals that provide either background
information or specific descriptions of models for
planning integrated services. The 87 listings, published between 1972 and 1987, are arranged in alhabetical order by title. For each listing, the title,
author, source, publication date, format, purpose,
summary, comments, uses, and special features are
listed. (JDD)

ED 291 222 EC 201 991 Mirkin, Phyllis And Others
Procedures To Develop and Monitor Progress on
IEP Goals (Revised).

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities. Pub Date—Oct 86

Minnesota Univ., Minnespois. Inst. for Research on Learning Disabilities.

Pub Date—Oct 86

Note—42p; For related documents, see EC 201
992 and ED 144 270. Revised by Caren Wesson.
Pub Typo—Guides - Clasarcom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, Elementary Secondary Education, Evaluation Utilization, Graphs, *Individualized Education Programs. Instructional Effectiveness, Measurement Techniques, *Mild Mental Retardation, *Moderats Mental Retardation, Program Evaluation, Reading Difficulties, *Reading Instruction, Remedial Reading, Student Educational Objectives, *Student Education Student Evaluation, Teaching Methods
This field-tested manual is an extension of an earlier work titled "Data-Based Program Modification:
A Manual," and is designed for special education resource teachers to implement with children whose mild and moderate learning handicaps have resulted in discrepancies between sectual and expected reading skills. The manual's philosophy is that teachers can improve special education services by systematically measuring student progress toward individualized education program (IEP) goals and then making adjustments to increase program effectiveness. It serves as a prescription for what to measure, how to measure, and how to use measurement as in program evaluation. A discussion of the development of measurement procedures and of such technical considerations as validity and reliability begins the manual. Procedures are provided for frequent Units on charting student scores and writing data-based long-range IEP goals are included, along with information on graphing the long-range goals and collecting on-going data. The final unit on data utilization provides guidance in deciding when to change the program, based on graphs of student scores. (JDD)

ED 291 223 EC 201 992

Wesson, Caren And Others Specifying the Instructional Plan. Wisconsin Univ., Milwaukee. Pub Date—Oct 86 Note—119p.; Parts of this ma

Wisconsin Univ., Milwaukee.
Pub Date—Oct 86
Note—119p.; Parts of this manual have been adapted from EC 201 991.
Pub Type—Guides - Clasaroom - Teacher (052)
EDRS Price - MF91/PC05 Plus Postage.
Descriptors—"Beginning Reading, Elementary Secondary Education, "Individualized Instruction, Instructional Effectiveness, Language Fluency, Learning Strategies, "Lesson Plans, Listening, Phonics, Reading Comprehension, "Reading Difficulties," Reading Instruction, Sight Vocabulary, Spelling Instruction, Structural Analysis (Linguistics), Student Educational Objectives, Teacher Guidance, "Teaching Methods This manual outlines a process for preparing individualized lesson plans in reading that are consistent across time, to assist in determining the effectiveness of various teaching methods for use with special education students. Part I discusses components of the plan: instructional procedures and target skill, time spent on each activity, the pertinent materials, the administrative arrangeness, and the motivational strategies. Part I also provides two examples of instructional plans, one for reading and one for spelling, and guidelines for practicing the plan-writing process. Part II helps the

teacher decide how to make substantial adjustments in the instructional plan. Part III, the bulk of the manual, lists approximately 175 sample instructional activities for use in both beginning reading instruction and primary reading instruction. Both teacher-directed and student-directed activities are included in the areas of phonics, sight word building, listening, comprehension, structural analysis, fluency, and accuracy. For each of the activities is listed its purpose, a description of procedures (with variations), and necessary materials. (JDD)

EC 201 993

ED 291 224

EC 201 993

Sone. Brian J.

Noncategorical Special Education and Systematic Assessment: A Position Paper and Proposal.

Pub Date—[87]

Note—42p.

Pub Type— Opinion Papers (120) — Reports—Evaluative (142)

EDRS Price » MP01/PCU2 Plus Postage.

Descriptors—Delivery Systems, *Disabilities, Elementary Secondary Education, Grouping (Instructional Purposes), *Handicap Identification, Labeling (of Persons), *Learning Disabilities, *Program Evaluation, Referral, Resource Room Programs, Resource Teachers, School Psychologists, *Special Education, Student Evaluation, Teacher Responsability, Underachievement Identifiers—"Curriculum Based Assessment, *Noncategorical Special Education arrive delivery system to a curriculum-based service delivery system. Set forth are problems currently associated with designating students as learning disabled (LD), distinguishing them from those who are simply underachievers or have other handicapping conditions, and developing appropriate programs to address their needs. While the teacher referral process, a key element of the former system, would remain essentially intact, the curriculum-based assessment duties would be shared primarily by the school psychologist and the resource teacher. Screening system components would include kindergarten screening, referrals by teacher nomination, the Stanford Achievement Test, report card data, core curriculum assessment to three possible outcomes: (1) regular program status covering most students with no further special education assessment or intervention scheduled; (2) at-risk status leading to pre-referral interventions and possibly to more extensive special education involvement; or (3) special program consideration for the small minority of students whose screening information indicates severe difficulty. For these students, traditional assessment procedures would be implemented and a more restrictive placement considered. (VW)

ED 291 225 EC 201 994

ED 291 225

Bimo, Ann R. Cavallaro, Claire C.
Fleid-Based Training of Teachers of Early Childbood and Severely Handicapped Project, Final
Report, June 1, 1983 to December 31, 1986.
California State Univ., Northridge. Dept. of Special

Spons Agency—Department of Education, Wash-ington, DC. Pub Date—31 Dec 86 Grant—G008301306

Pub Date—3.

Grant—G008301306

Note—100p.

Pub Type—Reports - Evaluative (142)

Pub Type—Reports - Evaluative (142)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—*Competency Based Teacher Education, *Disabilities, Higher Education, Observation, Preschool Education, Self Evaluation (Groups), *Special Education Teachers, *Teacher Education, *Training Methods, *Videotape Resortings*

State University

Identifiers—*California State University Northridge
This project developed a field-based program that trained 40 teachers, 17 for early childhood handicapped programs and 23 to work with severely handicapped children. The program complemented existing credentials and master's degree programs at California State University. Northridge. During a full year of supervised practicum, the students were videotaped as they interacted with children in instructional contexts. The tapes were used to provide coaching and feedback, to establish self-monitoring skills, and to evaluate the students' attainment in each competency area. Target competencies in-

cluded: (1) using and interpreting assessment instruments and techniques; (2) designing and implementing individualized intervention programs; (3) designing and organizing appropriate learning environments; (4) developing appropriate early childhood developmental activities; (5) providing opportunities for choice, problem solving, and responsibility for learning on the part of the young child; (6) developing teaching strategies and handling techniques; and (7) performing and applying task analysis in the learning environment. The program's effectiveness we evaluated using data measuring the competencies attained by students and the efficiency/effectiveness of videotape usage, opinions expressed by participants and their employers, and the numbers and types of positions program graduates assumed. Appendices include a bibliography of materials used for training and copies of evaluation instruments. (Author/VW)

ED 291 226

291 226 EC 201 995 Iman, Ronald J. Doyal, Guy T. htton Deficit Disorder and Hyperactivity. Sec-

Report No.—ISBN-0-8134-2760-6 Pub Date—87

Pub Date—87

Note—122p.; A Revision of "The Hyperactive Child" (1982).

Available from—'The Interstate Printers and Publishers," P.O. Box 50, Danville, IL 61832 (\$6.95, quantity discount available).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

able from EDRS.
Descriptors—Allergy, "Attention Deficit Disorders, Behavior Modification, "Behavior Problems, "Ctinical Diagnosis, Dietetics, Discipline, Educational Diagnosis, Dietetics, Discipline, Education, Etiology, "Family Relationship, Homework, "Hyperactivity, Learning Disabilities, Motivation, Outcomes of Treatment, Psychotherapy, Punishment, Reinforcement, Special Education, "Teacher Student Relationship, Therapy This book is designed for parents and teachers of children with Attention Deficit Disorder (ADD) and hyperactivity. Chapter I describes the symptoms, diagnosis, and causes of ADD, its effect on parents and families, inborn temperament characteristics of children with ADD, and tests and rating scales used to diagnose and treat the disorder. The able from EDRS.

parents and families, inborn temperament characteristics of children with ADD, and tests and rating
scales used to diagnose and treat the disorder. The
second chapter discusses medical treatment and
management, decisions to discontinue medication,
possible side effects of medication, and the role of
diet and allergies in ADD. Behavior management is
covered in chapter 3; the principles underlying behavior change and modification, distinctions between punishment and extinction, and special
methods for modifying behavior are addressed.
Chapter 4, on educational planning and management, discusses the relationship of learning disabilities and intelligence level to ADD; describes special
education procedures; gives two case studies of educational misdiagnosis; and offers advice on goal setting, motivation techniques, and homework. The
fifth chapter covers problems at home, including
nonpunitive discipline, schedules, and psychotherapy. The future adjustment of children with ADD is
discussed in the final chapter. Also included are an
extensive reading list, a glossary, names and adresses of professional and parent organizations, a
list of commonly used reinforcers, and revised terminology and diagnostic criteria for ADD. (W)

ED 291, 227

ED 291 227 EC 201 996 ED 291 227 EC 201 996
Standards and Guidelines for Curriculum Excellence in Personnel Preparation Programs in
Special Education.
Council for Exceptional Children, Reston, VA.
Dept. of Governmental Relations.
Pub Date—Sep 87

Pub Date—Sep 87
Note—104p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$20.00, \$17.00 CEC member, \$37.50 for a package of five; Stock #628).
Pub Type—Guides - Non-Classroom (055) —Tests/Questionnaires (160)
EDRS Price - MPDI/PC05 Plus Postage.
Descriptors—Accreditation (Institutions), *Disabilities, Higher Education, Institutional Evaluation, *Program Evaluation, *Special Education Identifiers—*Council for Exceptional Children, *National Council for Accreditation of Teacher Educe

These standards and guidelines have been developed by the membership of the Council for Exceptional Children (CEC) and approved by its governance as the best vehicle for evaluating the variety of special education personnel preparation programs. The CEC system of standard/guideline development assures the National Council for Accreditation of Teacher Education (NCATE) that this proposal represents the consensus view of the profession. The book is divided into two parts. The first covers the standards and guidelines themselves and contains: general instructions for completing and submitting the NCATE folio, a blank folio cover sheet, and information required on the overview and scope of each program. Separate sections for undergraduate and graduate programs present a series of specific CEC standards, each of which is followed by requests for evidence that must be submitted in support of each standard. The second part of the book provides an instructional manual which contains suggestions for completing the overview and scope, background information on undergraduate and graduate standards, pointers for completing chapters on each, a correlation of the CEC and NCATE standards, the NCATE/CEC giossary, and criteria that reviewers will use in evaluating materials submitted for each program. (VW)

EC 201 997 ED 291 228

McManus, Murilyn C., Ed.
[Youth in Transition Project.]
Portland State Univ., Oreg. Regional Research Inst.
For Human Services.
Pub Date—87

Portland State Univ., Oreg. Regional Research Inst. for Human Services.

Pub Date—87

Note—14p.

Available from—Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751.

Journal Cin.—Focal Point; v2 n1 Fall 1987

Pub Type—Guides - General (050) — Reports General (140) — Collected Works - Serials (022)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—"Adolescents, Community Programs, "Competency Based Education, Education Work Relationship, "Emotional Disturbances, "Parent Participation, Respite Care, Secondary Education, Skill Development, Transitional Programs, "Vocational Rehabilitation

Identifiers—Oregon (Portland), Supported Work Programs, "Youth in Transition Project

This issue focuses on assisting adolescents with serious emotional handicaps to make transition from youth serving systems into society. A framework for developing transition-oriented programs in revented that incorporates into the specific service goals of the current environment the skills required to function in the projected environment. Summarized next are nine tenets for implementing the transition framework which include the propositions that programs must be include the propositions that programs must be individualized and anchored in the next progressive step in the transition framework which include the proposition that services must begin early and be skill and goal oriented, that programs must be community based and contain a vocational component, and that parents must be involved in the planning and development of services. A case study is provided of the Youth In Transition project at the Rosemont Residential Treatment Center and School, Portland, Oregon, which served 60 girls (ages 13-18) Other sections include: (1) a summary of a study of supported employment for individuals with severe disabilities; (2) descriptions of parent assistance programs to improve service delivery for adolescents and to provide respite services; and (3) requests

ED 291 229 Meyer, P. S.

Meyer, P. S.
Ingenium 2000: International Conference on Education for the Gifted. Opening Address.
Pub Date—26 Jun 84
Note—13p; Address presented at the International
Conference: Education for the Gifted, "Ingenium
2000" (Stellenboach, Republic of South Africa,
June 26-29, 1984). For related documents, see EC
201 999-EC 202 000.
Pub Types. Reports - General (140) — Speeches/-

201 999-EC 202 000.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—*Conferences, *Educational Planning, *Educational Policy, Elementary Secondary

Education, *Equal Education, Foreign Countries,

*Gifted, *Government Role, Research Projects

RIE JUL 1968

Identifiers—"South Africa, University of Stellenbosch (South Africa)
In these opening remarks to a 1984 International Conference on Education for the Gifted at the University of Stellenbosch, Union of South Africa, the Director-General of National Education summarizes the South African Government's approach to programs for gifted education. The diversity and complexity of the South African population calls for a differentiated approach to the teaching of gifted children. The first or basic phase of such an approach should be the upgrading of the general standard of education of those groups still handicapped by a significant backlog. During the second phase, gifted programs suited to the cultural and linguistic needs of the different groups should be developed and implemented. The government has accepted the principle that all children have a claim to equal educational opportunities, irrespective of race, color, creed, or sex and has incorporated this principle into the National Policy for General Education Affairs Act of 1984. In 1982, the Human Sciences Research Council was commissioned to collect empirical data that will serve as a scientific basis for the formulation of a coordinated national policy for gifted education in South Africa and a continuous research policy in the field. The results will be reported during the course of the conference. (WW)

EC 201 999 ED 291 230 Haasbroek, J. B. Gifted Child Education: Past and Present Dispen-

Gifted Child Educations Past and Present Dispensation.

Pub Date—Jun 84

Note—22p.; Paper presented at the International Conference Education for the Gifted, "Ingenium 2000" (Stellenboach, Republic of South Africa, June 26-29, 1984). For related documents, see EC 201 998-EC 202 000.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptore (141)

EDRS Price - MP91/PC01 Plus Pestage.
Descriptor—Ability Identification, "Educational Change, Educational Planning, "Educational Policy, Educational Research, Elementary Secondary Education, "Federal Programs, Foreign Countries, "Gifted, "Gifted Disabled, Guidance Programs, "Program Development, Special Education, Teacher Education, Underachlevement Identifiers—"South Africa

This paper, presented at the International Confer-

cation, Teacher Education, Underschievement Identifiers—"South Africa
This paper, presented at the International Conference on Education for the Gifted, examines the Republic of South Africa's historical provision of education for the highly gifted as well as the present status of such service. A brief review is provided of the educational planning process and recommendations are outlined for a national system of differentisted education in accordance with students' capacities. Other aspects of gifted education discussed include identification of highly gifted pupils and provision of education at elementary and secondary levels. A summary of some of the recommendations formulated by the Human Sciences Research Council during its investigation into the Republic's educational system are presented. Specific recommendations focus on education at research program on education of the highly gifted. The present status of education growinion for the highly gifted. The present status of education of gifted pupils, education for highly gifted the definition of giftedness, identification of gifted pupils, education for highly gifted underachievers, guidance for highly gifted pupils and their parents, teacher training, and special program development. (JDD)

ED 291 231

EC 202 000

ED 291 231 EC 202 000

ED 291 231 EC 202 000 Garbers, J. G.

Some Ideas on the Drawing Up of a Blueprint for the Education of Gifted Children in the Republic of South Africa.

Pub Date—Jun 84

Note—11p; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). For related documents, see EC 201 998-999.

Pub Type—Speeches/Meeting Papers (150) —

201 998-999.
Pub Type—Spesches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, "Educational
Administration, "Educational Improvement, Educational Policy, Elementary Secondary Education, Enrichment Activities, "Federal Frograms,
Foreign Countries, "Offied, Mainstreaming, Preschool Education, "Program Development, Spe-

cial Education, Teacher Education
Identifiers—"South Africa
This paper, presented at the International Conference on Education for the Gifted, outlines points for consideration in designing a program for the education of gifted children in the Republic of South Africa. The points focus on the importance of mainstreaming, identification of giftedness, the need for close cooperation between home and school, and possibilities offered by new educational technology. To develop an educational system accommodating those points, a proposed system of education management has three levels: ministry of education of the central government, departments of education, and schools. The education of the gifted student can be accommodated within this structure through an enriched curriculum and stimulating educational climate, and through early identification at the preschool level. Teacher training for gifted student educators should involve identification procedures, teaching strategies, curriculum design, and design of individualized learning programs. Other important aspects of gifted education include school guidance, program evaluation, and creation of coordinating educational committees. (JDD) tees (JDD)

FL

FL 016 410 ED 291 232

irines, Joseph E., Ed.
entence Initial Devices. Summer Institute in
Linguistics Publications in Linguistics. Publication Number 75.
unmoer Inst. of Linguistics, Dallas, Tex.; Texas

Univ., Arlington. eport No.—ISBN-0-88312-096-8 Report No.—I Pub Date—86

Note—a Pub Type— Books (010) Price -Collected Works - General (020) -

Books (010)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Discourse Analysis, Folk Culture,
Foreign Countries, Form Classes (Languages),
*Grammar, Guarani, Linguistic Theory, Mythology, *Sentence Structure, Structural Analysis
(Linguistics), *Syntax, Uncommonly Taught Lan-

ogy, "Sentence Structure, Structura, Almayanguages Identifiers—Central America, Coreguaje, Gaviao, Jamamadi, Karitiana, Nambiquara, Paumari, Questiona, "South America, Teribe, "Topicalization (Language), Tucano, Xavante A collection of papers on sentence constituents occurring in the sentence-initial position in a variety of Central and South American languages includes: "Constituent Order, Cohesion, and Staging in Gaviao" (Horst Stute); "Focus and Topic in Xavante" (Bunice Burgess); "Sentence-Initial Elements in Brazilian Guarani" (Robert A. Dooley); "Coreguaje Dependent Verb Suffixes" (Dorothy Cook); "Higher-Level Conjunctions in Karitians" (Rachel M. Landin); "Staging in Teribe Discourse" (Carol Koontx Schatz); "Topicalization in Nambiquara" (Ivan Lowe); "Topicalization and Constituency in Coreguaje Narrative" (Prances Gralow); "Repetition in Jamamadi Discourse" (Barbara Campbell); "Participants in Nambiquara Mytha and Folktales" ("Participants in Nambiquara" ("Margaret Lowe); "The Adversative Particle in Tucano Discourse" (Birdie West), and "Paumari Interrogatives" (Shirley Chapman). (MSE)

ED 291 233 FL 016 868

ED 291 233

Zagona, Karen

"Measte" Adverbs, Compound Interpretation and
the Projection Principle.

Pub Date—Dec 86

Note—32p; Paper presented at the Annual Meeting of the Linguistic Society of America, the
American Association for Applied Linguistics,
and the American Dialect Society, (New York,
NY, December 27-30, 1986).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adjectives, "Adverbe, "Grammar,
Linguistic Theory, Morphemes, "Morphology
(Languages), "Spanish, Structural Analysis (Linguistics)
Identifiers—Compound Words
An analysis of the structure and interpretation of
Spanish adverbe ending in "-mente" focuses on the
grammatical status of the constituent elements of
those words. It begins by looking at the grammatical
properties of "-mente" adverbs (MAs), the

word-level properties of MA constituents, and the compound types and their interpretation. It is argued that both the adjective and "mente" are word-level morphemes rather than stem + affix, implying that MAs are compounds and raising the question of how MAs conform to compound typology, which is characterized relative to the interpretation of the compound. The types of compounds discussed by one researcher are summarized, and it is proposed that the interpretation of MAs is based on the themsic relationship between the base adjective and its external (or subject) argument, satisfied by the nominal "-mente." (MSE)

ED 291 234 FL 017 160

by the nominal "-mente." (MSE)

ED 291 234

FL 017 160

Klein-Andreu, Flora

Who Does What to Whom: Person and Case in Children's Utterances.
Pub Date—Dec 86

Note—12p; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PO91 Plus Postage.

Descriptors—"Child Language, Correlation, "Egocentriam, Form Classes (Languages), "Grammar, Language Processing, "Language Usage, Linguistic Theory, Sex Differences, "Speech Acts, "Verbs, Young Children

Identifiers—Referents (Linguistics)

A study of children's egocentrism in their use of person and case examined whether 7-year-olds would tend to cast themselves as subjects in senences using the verbs "give, show, say, tell, and lend," and what role they might assign the heart in 85 utterances, the children (N = 17), with an average age of 7.8 years, showed the expected tendency toward self-mention, with 93 direct references to self as verb arguments. Of the 42 verb arguments not related to the self, 38 percent were explicitly related to ego (e.g., my house, my mother). These findings suggest that the childra world is centered on himself first, and secondly on persons related to the child or things belonging to him or her. Examination of dative and accusative case usage found that the self never appeared as accusative and no accusative was animate, but of the accusatives and prepositional verb modifiers, almost a quarter were explicitly related to ego. Few references were made to the hearer. However, a significant ex difference in preferred case-role for ego emerged: boys tended to refer to themselves as subjects more often than as datives, while girls referred to themselves as datives than subjects. Gender preference was also found in mention of cases. Miles fewers are included (MSE) to themselves more frequently as datives than sub-jects. Gender preference was also found in mention of peers. Nine figures are included. (MSE)

FL 017 162 ED 291 235 Markey, William L., Comp. French Studies: A Bibliography. Pub Date—87

Language—English; French Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MP01 Plus Postage. PC Not Avail-

(131)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Area Studies, "Bibliographies, Book Reviews, Cultural Education, "Dictionaries, Doctoral Dissertations, Encyclopedias, European History, 'Prench, 'Errench Literature, Guides, Library Materials, Linguistics, Literary Criticism, Literary History, Newspapers, "Reference Materials, Research Methodology, Research Tools, Social Sciences, Teaching (Occupation), Translation Identifiers—Comparative Literature
A bibliography of materials relating to French language and area studies includes citations of bibliographies, books, articles, and general and specialized reference materials in French and English in these categories: general reference guides; guides to French studies; style manuals; research methodology and handbooks; library resources; education and the professions; bibliographies of bibliographies; French literature bibliographies; French literature bibliographies; French literature bibliographies; French literature in cyclopedias; French literature in cyclopedias and dictionaries; serials and periodicals; newspaper indexes; book reviews; dictionaries on French language, history and linguistics; and French civilization guides and bibliographies, French history; French social sciences, and the francophone world. (MSE)

FL 017 163 ED 291 236

FL 017 163

Yan Houten, Lori J.

The Role of Maternal Input in the Acquisition
Process: The Communicative Strategies of Adolescent and Older Mothers with the Language
Learning Children.
Spons Agency—National Inst. of Mental Health
(DHEW), Rockville, Md.

Pub Date—Oct 86

Learning Children.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Oct 86

Note—9p.; Research also funded by the MacArthur Foundation. Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Adolescents, *Age Differences, *Child Language, Discourse Analysis, 'Early Parenthood, Grammar, Interaction, *Language Acquisition, Longitudinal Studies, *Mothers, *Parent Influence, Pragmatics, Young Children A longitudinal study of the language development of children of adelescent mothers followed 20 adolescent and 20 older mothers from their children's birth through three years of age. This report is based on data collected from a subsample of 20 mothers. Mother-child interactions in feeding, teaching, and alsay at eight months and two years were videotaped and transcribed, and the children's utterances were coded for grammatical complexity, discourse variables, and pragmatic variables. The results indicate significant differences between adolescent and older mothers specially at eight months. At that stage, older mothers were more responsive to their infants and more filely to impute intentionality to their infants and more filely to impute intentionality to their infants and could be adolescent and older mothers appeared to enjoy interaction, the transcribed of a cquisition. While the adolescent mothers appeared to enjoy interaction, and civity linked to rate of acquisition. While the adolescent mothers appeared to enjoy interaction, the research of their children more concretely, rarely residing anything into their actions or verbalizations and equal simultaneous interaction, they resected to their children more concretely, rarely residing anything into their actions or verbalizations. Parallel trends were found at two years. There did not appear to be any significant difference in the children's general l

FL 017 164

ED 291 237

ED 291 237

Hyans, Nina
Care and Peripheral Grammar and the Acquisition of Inflection.
Pub Date—Oct 86
Note—16p.; Paper presented at the Annual Boston University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Pins Postage.
Descriptors—American Sign Language, Contrastive Linguistics, English, Grammar, Hebrew, Italian, *Language Acquisition, *Morphology (Languages), Polish, Russian, Serbocroatian, Structural Analysis (Linguistics), Uncommonly Taught Languages, *Verbs Identifiers—Markedness
The distinction between core and peripheral grammar made in government-binding theory abed light on some questions concerning the acquisition of the inflectional system may be determined not by the learning of particular affixes but by whether inflections is a core or peripheral property of the grammar being acquired. There is a striking difference between languages concerning this property. This would explain the early acquisition of the morpheme "ing" in English but the relatively late acquisition of other inflectional system for the relative parameter than the early acquisition of the morpheme "ing" in English but the relatively late acquisition of other inflectional system of English. It is the degree of deviation from the core grammar rather than the intuitive complexity of the data that accounts for the relative ease or difficulty of acquisition. The theory would also explain the henomenon, occurring in languages with rich inflectional systems, of chidren's avoidance of zero morpheme affixation. Evidence of these processes also appears in such diverse languages as Polish, Italian, Serbo-Croatian, Russian, Hebrew, and American Sign Language. (MSE)

ED 291 238 FL 017 165

Koster, Jan Koster, Charlotte
The Acquisition of Bound and Free Anaphora.
Pub Date—Oct 86

The Acquisition of Bound and Pree Anaphora.
Pub Date—Oct 86
Note—13p; Paper presented at the Annual Boston
University Conference on Language Development (11th, Boston, MA, October 17-19, 1986).
Pub Type— Reports — Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—*Child Language, Foreign Countries,
"Grammar, "Language Acquisition, "Language
Processing, "Linguistic Theory, "Pronouns, Time
Pactors (Learning), Young Children
Identifiers—"Anaphora, Chomsky (Noam), Netherlands, Referents (Linguistics)
Most linguista assume that bound anaphors such
as "himself" are connected with their antecedents in
a different way from free anaphors such as "him."
Bound anaphora resolution is deterministic, based
on Principle A of Chomsky's binding theory. Free
anaphors, pronominals, cannot be bound in the domain of reflexives (principle B); their interpretation
is largely determined by non-grammatical factors.
Thus, the resolution of bound and free anaphors
exploits different modules of knowledge. Since different kinds of knowledge are involved, a reasonable
expectation is that a different development can be
found for the two kinds of anaphor resolution in
language acquisition. To test this expectation, experimental studies investigated how Dutch children
aged 4 to 10 interpret sentences involving reflexive
and non-reflexive anaphors. The results showed a
difference in the rates of acquisition for the two
types of anaphors. This experimental finding is
taken as support for the view that bound and free
anaphora resolution involve different kinds of
knowledge. (Author/MSE)

ED 291 239 FL 017 167

ED 291 239

Andresen, Julie Tetel

Whitney and Bloomfield on American English.

Pub Date—Dec 87

Note—26p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Pestage.

Descriptors—American Indian Languages, Authors, Comparative Analysis, *Descriptors Linguistics, "Diachronic Linguistics, Dialects, Language Research, Language Role, Language Variation, "Linguistic Theory, "North American English, "Research Methodology, Sociolinguistics, Structural Linguistics

Variation, "Linguistic Theory, "North American English, "Research Methodology, Sociolinguistics, Structural Linguistics (Leonard), Language Contact, "Whitney (William Dwight) An examination of the place of American English in the research of William Dwight Whitney and Leonard Bloomfield focuses on the divergence of their approaches to language. A review of their works looks at the way in which Whitney's interest in American English complemented his other strong interests (the social and political setting for language and language change, languages in contact, and dialect variation) and the manner in American English led him away from these approaches and to more internal psychological and structural explanations for language and language change. The influence of works by Wilhelm Wundt and Franz Boas on early Bloomfield and their role in his shift away from the concerns of American English are discussed. (MSE)

FL 017 168

ED 291 240

Priracka pro Vystehovani do Spojenyeh Statu =
Resettlement Guide, Czech. A Guide for Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Department of State, Washington,
D.C. Bureau of Refugee Programs.
Pub Date—87

Pub Date-Note-10 Tote-102p.; For related documents, see ED 289 369-372.

tion, *Refugees, Religion, *Social Services, Sociocultural Patterns
Identifiers—*Czechoslovakians
The reactitement guide, in Czech, describes the
initial stage of resettlement and the processes that
refugees undergo as new arrivals. The information is
intended to prepare refugees for the first few weeks
in an American community and to explain fundamental aspects of American life. An initial chapter
outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status, also explaining some common refugee misconceptions
about their reception and status. Subsequent chapters describe aspects of employment in the United
States (employment and benefit types, pay, getting
a job, and job mobility), income and expenditures
(budgeting, shopping, and banking services), education systems for children and adults, the American
social, political, and religious system (including social services, the health care system, government
and law, religion in American life, and church sponsorship), and daily living (personal communication,
papers to carry, cars, alcohol, privacy, punctuality,
personal habits, social conventions, money matters,
and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 291 241

Lindholm, Kathryn J.

Directory of Bilingual Immersion Programs:
Two-Way Bilingual Education for Language Minority and Majority Students. Educational Report Series.

California Univ., Los Angeles. Center for Language Education and Research.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ER8
Pub Date—87

Contract—400-85-1010

Note—125p.
Pub Type—Reference Materials—Directories/Catalogs (132)

Contract—400-85-1010
Note—125p.
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Bilingual Education Programs, Curriculum Development, Directories, Elementary Secondary Education, "Immersion Programs, Instructional Program Divisions, "Limited English Speaking, Media Adaptation, Program Design, Staff Development, Student Recruitment Education, Program Descriptions, Program Design, Staff Development, Student Recruitment Identifiers—Program Objectives
The directory gives information on all preschool through high school bilingual immersion programs, also called two-way bilingual education programs, also called two-way bilingual education programs, also called two-way bilingual education programs, also in the United States that have been identified as being in operation in 1987. The first section discusses the definition of and rationale for bilingual immersion education. The second section profiles each program, giving information on its context, contact person, program objectives, recruitment, staff and staff training, instructional design, instructional characteristics, curriculum and materials, and evaluation enforts and outcomes. The final section highlights important bilingual immersion issues that concern most programs, especially new ones such as recruitment, and evaluation outcomes. Fifty-three references are listed. (MSE)

FL 017 170 ED 291 242

ED 291 242 FL 017 170
Durun, Richard P.
Ressoning Skills of Language Minority Students.
Educational Report Series.
California Univ., Los Angeles. Center for Language
Education and Research.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ER9
Pub Date—87
Contract—400-85-1010
Note—120.

Contract—400-85-1010
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Bilingualism, "Cognitive Development, 'Educational Experience, Educational Status Comparison, English (Second Language), "Limited English Speaking, "Logical Thinking, "Minority Groups, Second Language Instruction Identifiers—"Schema Theory
Research on the comparative cognition and cognitive functioning of bilinguals is reviewed for insight into research needed to facilitate the development of reasoning skills in language minority students.

oning skills in language minori

limited schooling in Central Asia, West Africa, and Mexico are noted and discussed in the context of schema theory and parent educational background. Language minority students with little formal schooling in their own language are reported to have had difficulties in interpreting formal reasoning problems. The students often refuse to interpret problems as meaningful because the problems included persons, objects, and events that were not a part of their everyday life. Future research will address how language minority students' acquisition of schemata for language forms such as transition expressions may affect their ability to reason effectively in a second language. (MSE)

ED 291 243 FL 017 171

Snow, Marguerite Ann Immersion Teacher Handbook, Educational Re-

port Series.

alifornia Univ., Los Angeles. Center for Language
Education and Research.

pons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

leport. No.—ER10

and Improvement (ED), washington, DC.
Report No.—ER10
Pub Date—87
Contract—400-85-1010
Note—590.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Pries - MP01/PC03 Plus Pestage.
Descriptors—Articulation (Education), *Classroom Techniques, Elementary Education, Enrollment, *Immersion Programs, Information Sources, Instructional Materials, *Language Teachers, Program Administration, *Program Design, Program Development, Second Language Instruction, Student Evaluation, Teaching Methods

Instruction, student ovacuanon, reacting meaning ods
Identifiers—Content Area Teaching
The handbook is designed primarily as a preservice training guide for prospective immersion program teachers and secondarily as a resource for immersion program administrators and parents of prospective enrollees. It includes: (1) an overview of prospective enrollees. It includes: (1) an overview of the immersion model, describing its historical context and key features and briefly reviewing research findings on variations of the model; (2) a discussion of instructional methodology, including strategies used in other second language programs that are relevant to immersion teaching; (3) examination of other important concerns in immersion program implementation, such as enrollment policies and articulation across grades and levels; (4) a summary of materials and assessment instruments used in well-established programs; (5) discussion of areas for continued examination and development; and (6) recommendations for further reading. (MSE)

ED 291 244 FL 017 172

McFerren, Murgaret
Certification of Language Educators in the United
States, Educational Report Series.
California Univ., Los Angeles, Center for Language
Education and Research.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ER1

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ER11
Pub Date—88
Contract—400-85-1010
Note—87p.
Pab Type— Information Analyses (070)
EDRS Prics - MP01/PCD4 Plus Postage.
Descriptors—Bibliographies, Bilingual Education, Educational Trends, "English (Second Language), Language Teachers, National Surveys, Second Language Instruction, "Teacher Certifications, Trender Analysis
Requirements for the certification of teachers of English as a second language, bilingual education, and foreign languages are examined in the context of the general national emphasis on reevaluating teacher education and certification programs and procedures in the United States. The report includes: (1) information on terms commonly used in reference to certification, the various certification models, recent trends and themes in teacher certification (notably, alternative certification and testing), and trends in teacher education; (2) state-by-state summaries of language teacher certification information for each state. A bibliography is also included. (MSE)

ED 291 245

FL 017 173 erce, Lorraine Valdez, Comp.
superative Learning: Integrating Language and

Content-Area Instruction. Teacher Resource Guide Series, Number 2. National Clearinghouse for Bilingual Education, Wheaton, MD. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington,

Minority Languages DC.

Pub Date—Sep 87
Contract—300860069
Note—26p.
Available from—National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907.

MD 20907.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors— Bilingual Education, Class Activities, Classroom Environment, Cognitive Development, Concept Formation, Cooperation, Course Content, *Discovery Learning, Educational Strategies, Elementary Secondary Education, Instructional Materials, *Interdisciplinary Approach, *Learning Processes, Literacy, Science Instruction, Second Language Instruction, Teacher Student Relationship Identifiers— Content Area Teaching, *Cooperative Learning

dentifiers—"Content Area Teaching, "Cooperative Learning Insights gained from experience and research on language minority students' academic success are reviewed as background for presentation of a curriculum that is bilingual and content-based and uses cooperative learning techniques. First, findings on three elements of success (interest and motivation, intelligence and development, and psychosocial access) are examined. The discussion then turns to providing students with access to learning opportunities, the process of concept development, the reliationship between student and teacher, and development of cooperative work skills. Finally, the Finding Out/ Descubrimento Approach (developed by Edward A. De Avila, Sharon E. Duncan, and Cecilis J. Navarrete) is described and its curriculum is outlined. The approach provides an integrated language skills program for oral and written communication mastery in English and Spanish within a cooperative learning environment. It is used in grades 2 through 5, and is designed to meet the needs of students from diverse cultural, scademic, and linguistic backgrounds by capitalizing on their natural interest in how the world works. The program consists of two phases: (1) introduction to so-cial aspects of cooperative work, and (2) supervised content-learning activities. Organization of the classroom environment and appropriate learning materials are discussed, science and math activities drawn from the curriculum are listed, and several sample activities are outlined in detail. (MSE)

ED 291 246 FL 017 174

ED 291 246 FL 017 174

Pierce, Lorraine Valdez, Ed.

Language and Content-Area Instruction for Secondary LEP Students with Liamited Formal Schooling: Language Arts and Social Studies.

Tescher Resource Guide Series, Number 3.

National Clearinghouse for Bilingual Education, Wheaton, MD.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Sep 87 Contract—300860069

Contract
Note—27p.
Available from—National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton,

MD 20907.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Billingual Education, Class Activities, Curriculum Development, English (Second Language), Field Trips, *Language Arts, Language Experience Approach, Lesson Plans, *Limited English Speaking, *Literacy, Parent School Relationship, Reading Readiness, Secondary Education, Second Language Instruction, *Social Studies
Identifiers—Arlington Public Schools VA. *Content of the Property of the P

Studies
Identifiers—Arlington Public Schools VA, *Content Area Teaching
A guide for teachers of nonliterate and semiliterate aceocadary school students with limited English proficiency (LEP) focuses on techniques for integrating language arts and social studies instruction. It gives basic information for developing learning activities for students with limited educational experience. This includes suggested objectives and strategies for communicating with parents, planning field trips, teaching reading readiness, managing the classroom, and preparing social studies activities.

The guide's content was drawn from a high-intensity language program developed for use in Arlington Public Schools (Virginia). The language arts curriculum on which the suggestions are based was developed from topics selected by special needs teachers as essential in content and skill development for beginning literacy LEP students. The reading series used is The Bank Street Readers. The social studies curriculum focuses on concept and thinking-skills development and acquisition of basic social studies vocabulary. (MSE)

ED 291 247 FL 017 175
Crandall, Joann And Others
Integrating Language and Content Instruction for
Language Misority Students. Teacher Resource
Guide Series, Number 4.
National Clearinghouse for Bilingual Education,
Wheaton, MD.
Score Agency Office of Bilingual Education and

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington,

Pub Date—Sep 87 Contract—300860069

Note—18p.

Available from—National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907.

gual Education, 11501 Georgia Ave., Wheaton, MD 20907. Pub Type - Guides - Classroom - Teacher (052) EDRS Price - MF61/PC01 Ples Postage. Descriptora-Bilingual Education, Elementary Secondary Education, Higher Education, *Climited English Speaking. *Minority Groups, Program Development, *Second Language Instruction, Teaching Guides Identifiers—*Content Area Teaching The guide is designed to introduce teachers and administrators to approaches for combining language and content instruction in English as a second language, bilingual education, foreign language education, mainstream classes, and content area instruction, and to provide suggestions and resources for implementing the approaches. It describes an activity carried out in a class of limited-English-speakers, examines what is accomplished the activity, discusses the principles underlying the integration of language and content area instruction, and outlines three approaches: developing a single lesson, developing a unit in one academic area, and developing a content-based or sheltered English curriculum. Aspects of program acceptance and administration are discussed, potential problem areas are noted, and three sample lesson outlines are appended. A list of references is also supplied (MSE)

ED 291 248 FL 017 176

ED 291 248 FL 017 176

Harley, Birgit And Others
The Development of Billingual Proficiency, Final
Report, Volume I: The Nature of Language
Proficiency, Volume II: Classroom Treatment,
Volume III: Social Context and Age.
Ontario Inst. for Studies in Education, Toronto.
Modern Language Centre.
Pub Date—Apr 87

Note—841p.

Pub Date—Apr 87
Note—841p.
Pub Type— Reports - Research (143)
EDRS Price - MF05/PC34 Plus Postage.
Descriptors—"Bilingualism, Classroom Observation Techniques, "Classroom Techniques, Elementary Secondary Education, English (Second
Language), Foreign Countries, French, "Immersion Programs, Instructional Effectiveness, Japanese, "Language Acquisition, Language Patterns,
"Language Proficiency, Language Usage, Longitudinal Studies, Native Speakers, Portugues,
Program Effectiveness, Second Language Learning, Uncommonly Taught Languages, Urban Areas

ing, Uncommonly I aught Languages, Uroan Areas
Identifiers—*Ontario (Toronto)
The Development of Bilingual Proficiency is a
large-scale, five-year research project begun in
1981. The final report contains three volumes, each
concentrating on specific issues investigated in the
research: (1) the nature of language proficiency and the
development and growth of metaphor comprehension in first and second language; (2) the effect of
classroom treatment of language proficiency, including a study of the Colt Observation Scheme, a
core French observation study, an immersion observation study, and a classroom experiment in functional grammar in French immersion; and (3) the
relevance of social context and age for language
learning, including studies on the language use, atti-

tudes and proficiency of Toronto Portuguese-Cana-dian children, development of bilingual proficiency and the transition from home to school in Portu-guese-speaking children, the relationship of arrival age, residence length, and literacy skills among Jap-anese immigrant students, and the relationship be-tween starting age and oral second language proficiency in three groups of classroom learners. Each volume contains a 20-page overview of the project and brief summaries of each individual study. (MSE)

ED 291 249

Rhodes, Nancy C. Oxford, Rebecca L.

A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels. [Technical Report Series No. 6.]

California Univ., Los Angeles. Center for Language Education and Research.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-85-1010

Note—97b.

and Improvement (ED), Washington, DC. Pab Date—88
Contract—400-85-1010
Note—979.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PCD4 Plus Postage.
Descriptors—Curriculum Design, Demography, Elementary Secondary Education, Extracurricular Activities, "Financial Support, Inservice Teacher Education, Instructional Materials, Instructional Program Divisions, "Language Enrollment, "Language Teachers, National Surveys, Private Schools, "Program Design, Public Schools, Questionnaires, Scheduling, "Second Language Instruction, Teacher Qualifications
Results of a national survey of elementary and secondary school foreign language enrollments and programs are reported. The survey sought information on the number of schools offering foreign language strugth, program types, levels offered and hours per week (for secondary schools only), class scheduling (for elementary schools only), funding sources (elementary), curriculum guidelines, teaching materials, student participation in language-related activities, course sequencing, teacher qualifications and inservice training, and major problem areas. Questionnaires were completed by principals and foreign language teacher qualifications and inservice training, and major problem areas and expands on the information gathered on these topics, provides graphs of the data obtained, and includes the survey forms. It was found that foreign language instruction is currently being offered in just over one-fifth of the elementary schools and 87 percent of the secondary schools responding to the survey. The percentage of private elementary schools reported teaching foreign languages (34 percent) was just double that of public elementary schools reported teaching foreign languages (34 percent) was just double that of public elementary schools reported teaching foreign languages (34 percent) was just double that of public elementary schools reported teaching foreign languages (34 percent) was just double that of public elementary schools reported teachi

FL 017 178 ED 291 250

ED 291 250

Hayes, A. S. And Others
The Evaluation of Foreign Language Teaching.
Center for Applied Linguistics, Washington, D.C.
Pub Date—Apr 67
Note—55p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Classroom Techniques, *Course Organization, Curriculum Evaluation, *Bratuctional Effectiveness, Program Administration, *Program Effectiveness, *Second Language Instruction, Teaching Methods
The development of a plan for language teaching evaluation and the first steps taken to implement it are reported. The plan, developed as a result of efforts to assist the Defense Language Institute in program evaluation, involves direct observation of language instruction in progress. Outside observers would assess the degree to which course design, program administration, and individual teaching performance conform to certain principles, policies, and procedures that have been demonstrated to play a role in successful language learning. The final evaluation would also draw on the observations of the students in class and the teachers themselves to the extent that those observations would also have been demonstrated to be relevant. The report outlines the formal steps of the evaluation plan and provides a more detailed discussion of the ways in which it RIE JUL 1988

extends standard evaluation procedures. Results of initial implementation at the 1965 National Defense Education Act (NDEA) Summer Institute for Teachers in Foreign Languages are also presented and discussed. Rating instructions and tabulated ratings are appended. (MSE)

FL 017 179

ED 291 251 FL 017 179
Roberts, A. Hood
The System of Communication in the Language
Sciences: Present and Future, LINCS Project
Document Series, LINCS #19-69P.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—Oct 69
Grant—GN-771
Note—21p.; Paper presented at a Johns Hopkins
University Conference on Communication among
Scientists and Technologists (October 28-30,
1969).

Pub Type—Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers

- Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Clearinghouses, "Communication Problems, Information Needs, Information Networks, Information Necience, Information Transfer, Interprofessional Relationship, "Linguistics, Program Design, Trend Analysis

Identifiers—"Language Information Network Clearinghouse System

A discussion of communication within the field of language sciences looks at the existing system of communication, noting some of the major problems and outlining some special and strategic problems facing those who design future information systems in this area. The report begins by describing the language sciences community and its communication sources, developmental activities, and some problems of communication system design. The development and early results of the Language Information Network and Clearinghouse System, in existence for only two years at the time of writing, are discussed. (MSE)

FL 017 180 Rosenfeld, Samuel A. Sable, Jerome Requirements for LINCS File Management Sys-tem, LINCS Project Document Series, LINCS

tem. LINCS Project Document Series. LINCS #3-69.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—Jun 69
Grant—GN-711
Note—45p.; Best copy available. Some pages may
not reproduce well.
Available from—Clearinghouse for Federal Scientific and Technical Information, U.S. Department
of Commerce, Springfield, VA 22151 (Order No.
PB 186 472; 33.00 hardcopy, 52.65 microfiche).
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PCU2 Plus Postage.
Descriptors—Computer Oriented Programs,
*Databases, *Data Processing, *Information
Needs, Information Networks, Information Science, *Information Systems, *Linguistion
Needs, Information Systems, *Linguistion
Network and Clearinghouse System
The report discusses the file management requirements of a computer-based information storage and
retrieval system for the Language Information Network and Clearinghouse System (LINCS). It discusses a hypothetical structure for the LINCS
system, requirements of file, management, longrange trends in data management technology of interest to the LINCS problem, and evaluation criteria applicable to LINCS. (MSE)

ED 291 253

FL 017 181

ED 291 253 FL 017 18 The LINCS Project: An Outline of Current Activi-ties. LINCS Project Document Series. LINCS #7-69. FL 017 181

#7-69.

Center for Applied Linguistics, Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—Sep 69
Grant—GN-653; GN-771
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs,
*Databases, *Information Needs, Information
Networks, *Information Systems, *Linguistics,

Program Descriptions, *Program Design, Publica-

Program Descriptions, "Program Design, Publications
Identifiers—"Language Information Network Clearinghouse System
The Language Information Network and Clearinghouse System (LINCS) Project of the Center for Applied Linguistics was designed to be a formal, adaptive network of individuals and organizations whose objective is to facilitate the transfer of scientific information within the language science community. It is intended to improve on format channels of communication within the field, including computerized information management and specialized information services and products. The report provides background information about the LINCS Project and describes its three projected phases (preliminary, program definition, and system acquisition), outlining their components and apecific objectives. (MSE)

ED 291 254

Lewitt, Philip Jay
Zen & the Art of Composition: A Comparison of Teaching Methods.
Pub Date—Nov 86
Note—10p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Series Gakuen, Hamamatsu, Japan, November 22-24, 1986).

Cakuen, Hamamatsu, Japan, November 22-24, 1986).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Frice - MF01/PC91 Plus Postage.

Descriptors—*Buddhism, Classroom Techniques, Comparative Analysis, Correlation, *English (Second Language), *Religious Education, *Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes Identifiers—*Zen Buddhism

A perceived relationship between the teaching methods of traditional Zen Buddhism and those of process-based English composition is explored. It is noted that the four main processes of Zen teaching (meditation, physical work, personal interviews, and group lectures) focus on process, not product, as in process writing. Characteristics that Zen Buddhism instruction and writing instruction are found to have in common include knowing what not to say and when not to say it, and using correction only for those who are ready. It is also suggested that both Zen and writing are practiced not only for the selbut for all. Meditation and physical work are compared to prewriting and writing. The writing conference is compared to the Zen conference, requiring preparation and careful histening to oneself. The group lecture, rarely used in Zen or in process-writing, is found in both disciplines to be reserved for occasions requiring the teacher to address a common problem (MSE)

ED 291 255

FL 017 183 ED 291 255

EAJ 291 255 FL 017 183
Garner, Lucia Caycedo Rusch, Debbie
Warming Up to Communication II.
Pub Date—Apr 86
Note—7p.; Paper presented at the Annual Meeting
of the Central States Conference on the Teaching
of Foreign Languages (Milwaukee, WI, April 3-5,
1986).

of Foreign Languages (Milwaukee, WI, April 3-5, 1986).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PO1 Plus Postage.

Descriptors—*Class Activities, *Classroom Communication, Classroom Techniques, Communication Skills, Drills (Practice), *Games, Reading Games, Second Language Instruction, *Student Motivation, Vocabulary Development

Eight classroom warm-up games for the second language class are described, and related assignments are suggested. The activities include a game based on a teacher's explanation for his late arrival in class, a number-guessing game, an exercise in describing characters played by the teacher, a group discussion of a reading selection using fragments of the text, identification of articles pulled from a rag bag, a blindfold game for placing numbers in sequence, a sentence pattern drill for reflexive and non-reflexive objects using a mirror, and a crime detection game. (MSE)

ED 291 256

FL 017 184

Language and Automation. An International Reference Publication. Number 4, Winter 1970.

Center for Applied Linguistics, Washington, D.C.

Pub Date—70 ote—171p.; For the spring 1970 issue, see ED 039 532.

Journal Cit—Language and Automation; n4 win 1970

Journal Cit—Language and Automation; n4 win 1970
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MP01/FC07 Plus Pestage.
Descriptors—Annotated Bibliographies, "Applied Linguistics, Computer Science, Humanities, Information Science, Computer Oriented Programs, Computer Science, Humanities, Information Science, Information Sources, Linguistic Theory, Machine Translation, Publications, Social Sciences, "Technological Advancement This issue of the journal contains citations of articles and other publications, many in translation, on aspects of information science of interest to the language field, including: linguistics and computation, mechanical translation, quantitative linguistics, computer science, information science, theoretical linguistics, language sciences, and cripted fields and applications. It also contains cumulative subject and author indexes for the journal's 1970 issues. (MSE)

FL 017 185 ED 291 257

ED 291 257
Dolson, David P.
The Application of Immersion Education in the
United States.
National Clearinghouse for Bilingual Education,
Arlington, Va.
Spons Agency—Office of Bilingual Education and
Minority Languages Affairs (ED), Washington,
D.C.

Report No.—ISBN-0-89763-114-5 Pub Date—85 Contract—NIE-400-80-0040

Pub Date—45
Contract—NIE-400-80-0040
Note—36p.
Available from—National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, MD 20902.
Pub Type—Information Analyses (070)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—'Bilingual Education Programs, Comparative Analysis, Foreign Countries, "Immersion Programs, "Program Design, "Program Effectiveness, Program Evaluation, Second Language Instruction, Student Needs Identifiers—"Canada
The characteristics of Canadian language immersion, bilingual education, and modified immersion programs are described, and their characteristics are compared with research findings on the characteristics of effective dual language programs. The informed decisions about language development programs. Several questions associated with bilingual and immersion education are addressed: What is immersion education? What is bilingual education?; Under what conditions have immersion and bilingual education programs been effective?; What is the potential of modified immersion designs to meet the educational need of minority language atudents?; and Under what conditions is modified immersion and bilingual education? A list of references is supplied. (MSE)
ED 291 258

FL 017 186

Nakayama, Mineharu Enomoto, Noriko Comprehension of Temporal Sentences by Japa-ness Calidren,

asse Calidren.

Pub Date—28 Dec 87

Note—92: Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—*Child Language, Cognitive Processes, *Context Clues, Orasımar, *Japanese, Listening Comprehension, Responses, *Sentence Structure, Syntax, *Time Perspective, Young Children

Identifiers—Japanese People

Young Children
Identifiers—Japanese People
A study investigated Japanese 3-to-5-year-olds'
comprehension of sentences using the temporal
terms "before" and "after" and examined whether
contextual information helped the children respond
correctly. The children were asked to perform a task
with a toy either before or after performing another
task with a different toy. Some children were provided with a choice of toy for the task (context) and
others were not (no context). Results indicate that
by five years, Japanese children know the meaning
of temporal terms, a finding similar to that for English-speaking children. The results on contextual

support suggest that contextual information was helpful in a methodological way, when the order of suggestion of the tasks matched the order of their supposed performance. This finding favors a pro-cessing rather than syntactic or semantic account of children's performance failures. (MSE)

FL 017 187

ED 291 259

ED 291 259

FL 017 187

Uber, Diane Ringer

Functional Theory and Spanish Plurals.

Pub Date—Dec 87

Note—3p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ambiguity, Cubans, Form Classen (Languages), "Linguistic Theory, Morphemes, "Morphology (Languages), Oral Language, "Fhonology, "Plurals, "Spanish

Identifiers—"Gender (Language), Markedness

Deletion of final /s/ in the Spanish noun phrase (NP) involves the morphological problem of loss of plural markers in the speech of 20 Cubans representing both sexes and various occupations, ages, educational levels, and geographic areas of the island.

Results show very little difference between the rate of /s/ deletion for masculine and ferminine NPs, contrasting with previous research findings. Very little redundant use of /s/ or concord within NPs, contrasting with previous research findings. Very little redundant use of /s/ or concord within NPs, contrasting with previous findings. A small percentage of NPs were ambiguous with respect to plurality, supporting earlier findings suggesting that context usually disambiguates. These findings support the functional theory, that languages tend to maintain elements containing semantically relevant information, only in a global sense. Claims of functional compensation within the phonology are not supported here, but some aspect of the context (morphological, syntactic, semantic, or pragmatic) generally disambiguates NPs that are phonologically ambiguous with respect to number. Remaining ambiguous NPs are tolerated and probably forgotten. (MSE)

Remaining ambiguous NPs are tolerated and probably forgotten. (MSE)

ED 291 260

FL 017 188

Norrick, Neal R.

Semantic Resolution of Discourse Contradiction.

Pub Date—Dec 87

Note—9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

Pub Type—Reports—Evaluative (142) —

Speeches/Meeting Papers (150)

EDRS Price—MF01/PCD1 Plus Postags.

Descriptors—Cantonese, "Conflict Resolution, "Discourse Analysis, French, German, Greek, Indonesian, Interpressonal Communication, Japanese, Korean, "Language Processing, *Language Universals, Malay, Mandarin Chinese, *Paradox, Portuguese, "Semantics, Spanish, Swedish, Thai, Uncommonly Taught Languages

A discussion of semantic interpretation argues that contradictions such as "Sue's both right and wrong" are assigned consistent propositional interpretations such as "Sue's both right and wrong" are assigned consistent propositional interpretations such as "Sue's partly right and partly wrong" by universal semantic principles, which obviates analysis via conversational maxims and implicatures. First, it is shown from investigation of inconsistencies in transcribed conversations that unintentional contradictions are resolved in repair sequences with three basic strategies: conversationalists modify one term to agree with another; they relativize both terms toward a synthesis; or they assign the contradictory terms to distinct frames of reference. Second, it is demonstrated that these strategies are used to interpret intentional contradictions, based on elicited paraphrases of written paradoxes. The three strategies were found to apply regardless of context and without significant variation for speakers of unrelated languages, suggesting that they represent universal semantic principles rather than pragmatic the open processing procedures. These principles refute the analysis of discourse contradiction in terms of maxims and implicatures. (Author/MSE)

ED 291 261

Louden, Mark L.

Stable Billingualism and Language Change in Plain
Pennsylvania German.

Pub Date—28 Dec 87

Note—11p. Paper presented at the Annual Met

-11p.; Paper presented at the Annual Meet-of the Linguistic Society of America (San

Francisco, CA, December 27-30, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingualism, Diachronic Linguistics, "German, "Language Maintenance, "Language Variation, "Regional Dialects,
Sociolinguistics, "Syntax
Identifiers—Language Contact, "Pennsylvania Ger-

Identifiers—Language Contact, *Pennsylvania Germans
The Pennsylvania German (PG) linguistic situation offers a unique insight into the mechanisms of language change, and specifically of syntactic change. Pennsylvania German consists of two primary varieties, (Plain (PPG) and Nonplain (NPG), a distinction based on the Anabaptist socioreligious affiliations of the former group that has produced two discrete sociolinguistic configurational. difference has linguistic consequences evident in the contact of both varieties with English. The PPG and NPG communities also differ in the degree to which English is functionally dominant over PG. In general, the PPG community shows stable bilingualism and language maintenance, while the NPG community is characterized by unstable bilingualism and language toward processes control the evolution of PPG away from NPG: preservation, convergence (change toward English), and innovation (change away from both NPG and English). These processes are evident in syntactic phenomena. (Author/MSE)

ED 291 262
Hudson, David D. Ratliffe, Sharon A.
A Developmental Approach to Speaking and Listening Skills in a Multi-Cultural Classroom.
Pub Date—88 FL 017 190

Note-25p.; Appendixes are printed on colored pa-

Note—25p.; Appendixes are printed on colored paper.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF0L/PC01 Plus Postage.

Descriptors—*Classroom Communication, Communication Apprehension, *Communication Skills, Community Colleges, Course Descriptions, *English (Second Language), Expressive Language, Group Discussion, Instructional Effectiveness, Interpersonal Communication, Job Search Methods, *Listening Skills, Peer Evaluation, *Skill Development, *Speech Skills, Story Telling, Volunteers

Problem Solving, Second Language Instruction,
"Skill Development, "Speech Skills, Story Telling, Volunteers
Identifiers—"Golden West College CA
A course in English as a second language (ESL)
offered at Golden West College located in Orange
County, California is designed to help students from
many ethnic backgrounds develop speaking and listening skills for success in school, social situations,
and work. Students must be at the intermediate ESL
level. Each unit of study consists of competerscy-based learning objectives, oral and written exercises, a skill demonstration assignment, and visits
with native English-speaking community volunteers
to practice listening and speaking in a conversational setting. Students develop skills in listening,
speaking, and assessing their peers' progress. Units
focus on getting started learning communication
skills, conversation skills, skills for discussing opinions in small groups, skills for discussing opinions in small groups, skills for describing a process
on a sudience, problem-solving, storytelling, job
searches, and participating in a planned meeting.
The course has been well-received among students
and volunteers and has provided students with individual attention while reducing communication apprehension. Further research on the course's
effectiveness is planned. Appendixes provide course
underlines and sample course materials. (MSE)

FL 017 191 ED 291 263

ED 291 263

Nagai Noriko
Topic Construction in Japanese.
Pub Date—Dec 87

Note—22p; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grammar, Japanese, Phrase Structure, Sentence Structure, Structural Analysis (Linguistics), "Syntax, Uncommonly Taught Languages

guages

Identifiers—"Topicalization (Language)

A discussion of Japanese topic construction argues that topicalization is merely an attachment of the topic particle "wa". It also proposes that other operations associated with this construction, such as

movement and base-generation, are not specifically related to topicalization but can be explained in terms of more general rules of Japanese. It is sug-gested that the analysis offered is more adequate, covers a wider range of data, and proposes simpler rules of topicalization than previous research.

HE

ED 291 264

HE 020 999

Frund, Jason L.

Be Microcomputerization of Business Schools.

Part I: General Strategies, Lessons, and Issues.

Part II: A Case Study of the UCLA Graduate
School of Management.

California Univ. Lessons. California Univ., Los Angeles. Graduate School of Management.

California Univ., Los Angeles. Graduate School of Management.

Spons Agency—Hewlett-Packard Co. Foundation, Palo Alto, CA.; International Business Machines Corp., Armonk, N.Y.

Pub Date—87

Note—76p.

Available from—Information Systems Research Program, Anderson Graduate School of Management, UCLA, Los Angeles, CA 90024-1481

47.500 ment, U (\$7.50).

(37.50).

Pub Type— Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MP01/PC04 Plus Postage.

Descriptors—*Administrative Change, Budgeting,

*Business Administration Education, College

Faculty, Computer Assisted Instruction, Computer Software, *Computer Uses in Education, Evaluation, Graduate Study, Higher Education, Evaluation, Graduate Study, Higher Education, *Autitudes

Attitudes

Identifiers—*Business Schools

crocomputers, Models, "Planning, Teacher Attitudes Identifiers—"Business Schools Part I (General Strategies, Lessons and Issues) of this two-part analysis of the microcomputerization process describes strategies schools have followed in their microcomputerization efforts and the lessons and issues that have emerged. Part I covers the following: strategies for introducing microcomputers into the curriculum (the saturation, selective, individual supportive and departmental supportive models); general lessons (scademic leadership, faculty comfort with computers, "real" cost of computerization, rate of computerization, and the "age myth"); strategic issues (lack of goals, evaluation, incentives and rewards, management leadership, campus relationships, and funding sources); operational issues (selection of courses to be integrated, faculty responsibility, teaching style and motivation, equipment barriers, courseware and software constraints, lack of data, courseware development support, and student in-class use of computers). Part II, a case study of the microcomputerization experience at the University of California at Los Angeles (UCLA) Graduate School of Management, covers the decision process, the social-technical environment, the hardware allocation process, curriculum integration, impact of the microcomputerization environment in 1990. A budget analysis is appended (KM)

HE 021 014

ED 291 265

HE 021 014

Salaries, Tenure, and Fringe Benefits of Full-Time
Instructional Faculty, Higher Education General
Information Survey (HEGIS) [machine-readable
data file].

VSE Corp., Alexandria, VA.

Spons Agency—Center for Education Statistics
(OERI/ED), Washington, DC.

Report No.—EF-000033

Pub Date—86

Available from—U.S. Department of Education
(ED), Office of Educational Research and Improvement (OERI), Information Services (IS),
Washington, DC 20208. Telephone: (800)
424-1616. (SAS file of SPSS-X file, 5150).

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Academic Rank (Professional), Accrediting Agencies, *College Faculty, *Contract
Salaries, Enrollment, *Pringe Benefits, *Pull
Time Faculty, Higher Education, National Surveys,
REE JUL 1988

Teacher Employment Benefits, Teacher Housing, *Teacher Salaries, *Tenured Faculty, Tuition Identifiers-Higher Education General Information

Grants
Identifiers—Higher Education General Information
Survey
The "Faculty Salary Survey" machine-readable
data file (MRDF) is one component of the Higher
Education General Information Survey (HEGIS). It
contains data about salaries, tenure, and fringe benefits for full-time instructional faculty from over
3,000 institutions of higher education located in the
United States and its outlying areas. From the file
can be derived the total number of full-time faculty,
the total salary outlays for them, and the total number with tenure. These data are collected annually
by sex, faculty rank, length of contract (9-month or
12-month), and type of institution. Also recorded
on an annual basis are data on fringe benefits (i.e.,
retirement plans, medical/dental plans, guaranteed
disability plans, income protection plans, tuition
plans, housing plans, social security taxes, unemployment compensation taxes, group life insurance,
and workmen's compensation). This survey started
with HEGIS-It in 1966 and through HEGIS-XIII
(1978-79) was known as the Employees Survey.
The 1972-73 and 1976-77 surveys also collected
data on the number of part-time, full-time, and
full-time equivalents of non-faculty employees (by
manpower resource categories). The Privacy Act of
1974 forbids public dissemination of data on salary
and fringe benefits for individuals and/or administrators. As a consequence, a suppression algorithm
was used on data cells with fewer than three persons
in order to create a public-use tape. Annual data
files are currently available for years 1971-72
through 1985-86, but there is no file for 1983-84.
Variables captured also include information on the
name, affiliation, type, and control for each institution, race and sex of the student body, accreditation,
highest level of offering, calendar system used, land
grant status, enrollment, and city size. POPULATION: Higher education institutions (3,000). RESPONDENTS: Survey coordinators for higher
education institutions. TyPE OF SURVEY: Census
Survey; Nationa

ED 291 266

Current Issues in University Education of Korea and Japan. Proceedings of the International Seminar (6th, Seoul, South Korea, July 7-8, HE 021 041

1997).
Korean Council for Univ. Education, Seoul (South Korea).
Report No.—IS-87-1-5
Pub Date—87

Korea).

Report No.—18-87-1-5

Pub Date—47

Note—160p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrative Policy, "College Administration, College Curriculum, College Roculty, "College Instruction, "College Roculty, "Microcomputers, Parent Student Relationship, Student Attitudes, Student Evaluation of Teacher Performance, Student Participation, Teaching Methods, Universities

Identifiers—"Japan, "Korea
Fourteen conference papers on university education in South Korea and Japan are presented in this document. The papers cover administrative, social, student, and teaching issues and are grouped into six sections based on the major themes of the seminar. The sections are as follows: (1) university administration and management, including "Some Reform Policies for Korean University Administration and Management" (Myong-won Suhr) and "Organization and Administration of Universities in Japan ("Social Iliginas); (2) social functions of university, including "Changing Structure of Japanese Higher Education" (Iluo Amano) and "Social Service Functions of the University (Kyu-whan Lee); (3) student guidance in university, including "The Nature and Scope of Student Participation in Policy Making in "Academic Government" (Hyoung-heang Lee) and "About Students Who Are Mentally Ill on Japanese Campuses" (Taizo Kato); (4) teaching functions of university and curriculum, including "Curriculum and Teaching at Japanese Universities" (Kazuyuki Kitamura) and "Problems and New Directions of University curriculum in Korea" (In-jong You); of Uteaching methods and education technology for university, including "Problems of

in Korean Higher Education" (Choong-hoe Kim) and "Educational Technology for Improving University Teaching" (Takashi Sakamoto); and (6) research functions of university and graduate school, including "Japanese Higher Education and Its Problems" (Morikazu Ushiogi) and "Research Role of the University and Graduate Education" (Waskyoo Cho). Two papers are presented as a summary: "Summary and Discussions on Papers of Korean Speakers" (Joung-kyu Whang) and "Reform for Survival in Japanese Higher Education" (Toru Umakoshi). A profile of contributors and list of participants are also provided. (KM)

ED 291 267

Martinsons, Barbara, Ed.

A Discourse on Ethics and the Corporate Workplace: Cas Ethics Be Tsaght? Working Paper 2.

City Univ. of New York, N.Y. Center for Advanced Study in Education: Corporate Council on the Liberal Arts, New York, NY.

Pub Date—Oct 87

Note—40p.; Transcripts from a seminar held by the Corporate Council on the Liberal Arts, in affiliation with the Center for Advanced Study in Education of the Graduate School and University Center of the City University of New York (New York, NY, June 1987). For Working Paper 1, see HE 021 062.

Available from—Corporate Council

HE 021 062.

Available from—Corporate Council on the Liberal
Arts, Working Papers Series, 33 West 42 Street,
Box 765, New York, NY 10036 (\$2.00).
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Conferences, "Ethical Instruction,
Béthics, "General Education, Higher Education,
Industrial Training, "Moral Values, Values Education

Industrial Training, "Moral Values, Values Education
Identifiers—"City University of New York
This working paper is one in a series of policy
statements on the relationship between liberal education and careers in business; it covers a seminar
discussing ethics and the teaching of morality. Papers given by seven professionals in the corporate
and academic world are included. After an introduction to the seminar and a statement on corporate
ethics by Frank Staton, (President Emeritus, CBSline, and Chairman, Corporate Council on the Liberal Arts), other topics were covered: the importance of teaching values at the undergraduate level
(John Chandler, President, Association of American Colleges), personal experiences teaching ethics
(Joanne Culla, Visiting Scholar, The Wharton
School of the University of Pennsylvania and author
of "Honest Work"), the need for teaching ethics and
obedience to the law in settings outside the classroom (Richard Manoff, President of Manoff International Inc., Director of the Thomas J. Lipton
Company, and Chairman and CEO of Richard K.
Manoff Inc.), personal obligation to ethical behavior
(Ezra Bowen, Senior Writer, "Time Magazine"),
description of the Ethics Resource Center in the
District of Columbia (Gary Edwards, Executive Director, Ethics Resource Center), and how and
where to teach ethics (J. Gregory Dees, Assistant
Professor of Management). (SM)

ED 291 268

HE 021 062

ED 291 268
Gray, Hanna Holborn
Education as a Way of Reflecting on the Future.
Working Paper 1.
City Univ. of New York, N.Y. Center for Advanced
Study in Education.; Corporate Council on the
Liberal Arts, New York, NY.
Pub Date—87
Note—17p.; Paper presented at the symposium
"Corporations at Risk: Liberal Learning and Private Enterprise" held by the Corporate Council
on the Liberal Arts (Cambridge, MA, September
3, 1986).
Available from—Corporate Council on the Liberal
Arts, Working Papers Series, 33 West 42 Street,
Box 765, New York, NY 10036 (32.00).
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Education, Education Work Relationship, Futures (of Society), General Education, Higher Education, *Liberal Arts, Relevance
(Education), Role of Education, *School Business
Relationship, Seminars
This working paper is one in a series of policy
statements on the relationship between liberal education and careers in business. In this presentation,
the president of the University of Chicago suggests

that the importance of understanding education, particularly liberal arts education, as a complex subject is critical in understanding the relationship between liberal learning and private enterprise. Education, corporations, and management have a complex relationship that must be understood in order to put liberal arts in the proper perspective for the future. All people have ideas and theories about education, but little emphasis is placed on specific and complex ways of looking at changes in institutions of higher education and their relationship to other institutions. When considering education, it is necessary to bring in other topics, since thinking about the future, present, and past. Ideas about what constitutes a good education have changed over the years; a liberal arts education was championed by the Renaissance humanists, who opposed the "sterile scademicians" of their time. Liberal arts must be shown to be currently relevant in ways that differ from the merely technical or professional training. A fuller, more detailed sense of context for developing and teaching liberal arts is necessary. (SM)

ED 291 269 HE 021 097

ED 291 269

A Classification of Institutions of Higher Education. 1987 Edition.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-26-X

Pub Date.—87

Note.—145p., Foreword by Ernest L. Boyer. For a related document, see ED 217 742.

Available from—Princeton University Press, 3175

Princeton Pike, Lawrenceville, NJ 08648 (36.50).

Pub Type.—Numerical Quantitative Data (110).

Reference Materials - Vocabularies/Classifications (134).—Books (010)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

sble from EDRS.

Descriptors—Art Education, Business Education, Church Related Colleges, *Classification, *Colleges, Community Colleges, Doctoral Degrees, Engineering Education, Enrollment Rate, *Higher Education, *Institutional Characteristics, Law Schools, Liberal Arts, Medical Schools, Music Education, Nontraditional Education, Private Colleges, Professional Education, Research, Research Universities, Schools of Education, State Colleges, Statistical Studies, Technical Institutes, Theological Education, Two Year Colleges, *Universities

Colleges, Statistical Studies, Technical Institutes, Theological Education, Two Year Colleges, *Universities Identifiers—Comprehensive Universities Statistics classifying American colleges and universities according to their educational functions and missions are included. Rather than creating a hierarchy, this information groups institutions by shared characteristics. Changes in higher education are portrayed, and a continued growth in institutions of higher education is noted. There are tables with enrollment data and definitions of institutions of higher education. Statistics are given for doctor-tal-granting institutions (research universities I and III and doctorate-granting colleges and universities I and III; omprehensive universities and colleges I and II; liberal arts colleges I and II; two-year community, junior, and technical colleges; and a variety of specialized institutions (religion and theology, medical schools, other health professions, engineering and technology, business and management, law schools, teachers colleges, corporate-sponsored colleges, art, music, and design). Information is provided on the state in which each institution is located and the status of the institution (public or private) as well as the number of schools in each state and enrollment data. A classification index of universities and colleges is provided. (SM)

ED 291 270 HE 021 104 ED 291 270

Howard-Vital, Michelle R.

Black Women in Higher Education: Struggling To

Gain Visibility.

Pub Date—[87]

Note—187]

Note—189.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Black Teachers,

College Faculty, *College Students, *Females,

Higher Education, Research Needs, Scholarshu,

*Women Faculty

Recent research on black women in higher educa-

*Women Faculty
Recent research on black women in higher education is reviewed, and implications of the research
are addressed. Topics include: historical trends in
the education of black women, the experiences of
black women as they pursue degrees, the stereotypic
image of black women, the backgrounds of black

women pursuing traditional and nontraditional careers, enrollment trends of black women in higher education, institutions' responses to the black movement and the women's movement, the role of professional black women in higher education, the percentage of black faculty at white institutions, the responsibilities of black faculty, and the status of black women administrators versus black male administrators. It is concluded that there is a need for more research and theoretical constructs by and about black women in higher education. It is suggested that there has been a lack of scholarly interest in the study of black women in higher education and research perspectives about this group have frequently been androcentric and/or ethnocentric. Twenty-eight references are cited. (SW)

HE 021 107

Adams, Howard G.
Saccessfully Negotiating the Graduate School Process: A Guide for Minority Students.
National Consortium for Graduate Degrees for Minorities in Engineering, Inc., Notre Dame, IN.
Pub Date—May 85

National Consortum for Oraduste Degrees for Manorities in Engineering, Inc., Notre Dame, IN.
Pub Date—May 85
Note—41p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Admission Criteria, American Indians, Assistantahips, Black Students, Check Lists, *College Admission, College Applicants, College Choice, *College Entrance Examinations, *College Students, Degrees (Academic), Doctoral Programs, Pellowships, Graduste Student, Groups, Puerto Ricans, Questionnaires, Self Evaluation (Individuals), Student Educational Objectives, Student Financial Aid Intended for minority students (Americans, and Puerto Ricans) who may be contemplating graduate study, this guide provides information in a question-and-answer format on the graduate admission process. The following topics are addressed: (1) who should consider a graduate degree (includes a self-assessment form); (2) time frame for planning; (3) advantages of graduate school; (4) academic standards; (5) evaluating institutions and programs; (6) obtaining information about universities; (7) types of degrees; (8) determination of costs and types and sources of financial aid; (9) the admissions process and phone numbers for admissions examinations; and (12) letters of recommendation, personal interviews, application fees, writing a statement of purpose, and other aspects of admission and acceptance. A glossary of terms concerning graduate education is also provided. (KM)

ED 291 272 HE 021 108

ED 291 272 HE 021 108
Adams, Howard G.
Missority Participation in Graduate Education: An
Action Plan. The Report of the National Invitational Forum on the Status of Minority Participation in Graduate Education (Washington,
D.C., October 23, 1986).
National Consortium for Graduate Degrees for Minorities in Engineering, Inc., Notre Dame, IN.
Pub Date—23 Oct 86
Note—150.

Pub Date—23 Öct 86
Note—15p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Access to Education, American Indians, Black Students, College Administration, College Admission, "College Administration, College Faculty, Departments, Dottoral Programs, Faculty Recruitment, "Graduate Students, "Graduate Study, Higher Education, Hispanic Americans, "Minority Groups, Research Needs, "School Holding Power, Student Financial Aid, "Student Recruitment
A one-day invitational forum was convened to

*School Holding Power, Student Financial Aid, *Student Recruitment

A one-day invitational forum was convened to gain some insight into factors that continue to im-pede the identification, recruitment, admission, re-tention and graduation of minority students in graduate education. The objectives of the forum were to review the current status and to formulate recommendations on this subject. Following a sum-mary of the keynote address by Anne S. Pruitt and the comments of respondents, a discussion of exem-plary programs is summarized. Several administra-tive, recruitment and admissions factors affecting admission and success in graduate programs are identified. The consensus arrived at by several task

force discussion groups is reported, followed by some statistical data on declining minority participation in graduate study and factors affecting low minority participation which supported the groups' conclusions. Ten recommendations resulting from the forum, and steps for the implementation of each, are presented. Among these are the following: (1) designate a national organization as the agency to identify and disseminate information on graduate study and career opportunities for minorities; (2) each institution should sensitize graduate faculty to the need for mentoring among minority students; (3) institutions should reduce the heavy dependency of minority students on funding sources outside the university; (4) institutions should recruit minority faculty and administrators at all levels; and (5) further research on minority participation minority faculty and administrators at an event, and (5) further research on minority participation should be undertaken to address specific issues. A hist of the forum participants and a description of the program of the National Consortium for Graduste Degrees for Minorities in Engineering are appended. (KM)

ED 291 273 HE 021 109

ED 291 273

Adams, Howard G.
Tomosrrow's Professorate: Insuring Minority Participation through Talent Development Today.
Pub Date.—9 Jan 88
Note.—10p.; Paper presented at the Engineering Dean's Council Student Pipeline Workshop, American Society for Engineering Education (Washington, DC, January 7-9, 1988).
Pub Type.— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Admission Criteris, American Indians, Blacks, Black Students, College Faculty, College Students, Doctoral Degrees, "Doctoral Programs, Enrollment Trends, Faculty Recruitment, Graduate Students, "Graduate Student Recruitment, Graduate Student Americans, "Minority Groups, "School Holding Power, "Student Recruitment, "Teacher Supply and Demand

"Student Recruitment, "Teacher Supply and Demand
Two trends will impact the academic labor force through the rest of this century: approximately half of the existing professorial positions are held by persons within 15 years of retirement, and demographic projections are that by the year 2000, ethnic minority groups will constitute 30% of the national population. Underrepresented minority students may not be able to take full advantage of this favorable climate due to their continuing underrepresentation among annual Ph.D. recipients. Between 1980 and 1984, overall minority school enrollment declimed 8.5%. In 1984, underrepresented minority students received only 5.5% of the Ph.D. 's awarded and were concentrated in education, social sciences, humanities and life sciences. If this situation is to be rectified, universities with degree-granting programs must play a large role in the identification, enrollment and preparation of minority graduate students. Seven steps for improving identification of minority students. Four steps for improving minority students activities and materials targeted to minority students. Four steps for improving minority student admission procedures are presented, including the inclusion of minorities on the admissions committee and increased use of assistantships. Four steps are presented for increasing minority participation in academic life and thus enhancing the desire to choose college/university teaching as a career. These include more involvement with faculty members and in departmental activities and desire to choose college/university teaching as a career. These include more involvement with faculty members and in departmental activities and providing more opportunities for teaching/research assistantships and for presentation and publication of the work of minority students. The necessity for recruiting and developing minority faculty is also discussed. (KM)

ED 291 274

The Alaska Student Loan Program: Program Description, Questions and Answers, Loan Statutes, Loan Regulations,
Alaska State Commission on Postsecondary Education, Juneau. HE 021 111

tion, Juneau.
Pub Date—Aug 87
Note—30p.
Pub Type— Guides - Non-Classroom (055) — I
gal/Legislative/Regulatory Materials (090)
Reference Materials (130)
FINGS Pub. - MEDI/POR Plus Portuge.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Applicants, College Students,
*Financial Aid Applicants, Higher Education, In

RIE JUL 1988

State Students, *Loan Repayment, Postsecondary Education, Program Descriptions, State Aid, *State Legislation, State Programs, Student Fi-nancial Aid, *Student Loan Programs Identifiers—*Alaska

Identifiers—"Alsaka
A summary is provided of Alaska's student loan
program for postsecondary education. After a brief
program descriptions giving the purposes and terms
of the program, a question-and-answer section covers purposes and amount of loans, when application
should be made, the application process, eligibility
and repayments. A schedule of payments and interest for loans of varying sizes is provided. The text
of the Alaska Student Loan Statutes and the Alaska
Student Loan Regulations complete the booklet.

(KM)

ED 291 275

HE 021 112

Flack, Bruce C.
Faculty Development Practices in Taiwan Higher
Education. Education, Pub Date—[87]

Pub Date—[87]
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, College Curriculum, "College Faculty, College Instruction, "College Role, "Faculty Development, Foreign Countries, Graduate Study, Higher Education, Professional Continuing Education, Research Projects, Sabbatical Leaves, Teacher Effectiveness, Teacher Exchange Programs, Teacher Shortage, Teacher Supply and Demand Identifiers—"Taiwan
The universities in Taiwan, in carrying out their

items, feacher Exchange Programs, feacher Shortage, Teacher Supply and Demand Identifiers—Taiwan
The universities in Taiwan, in carrying out their missions of research, teaching, and public service, have made significant advances in improving the quality of their faculties. Both public and private universities have undertaken a variety of faculty development activities to help their faculties grow professionally and to remain vital. The major activities, often based on western models, have emphasized research needs, and in format are most often subbatical leaves and grants to support either research or advanced graduate study. The universities' efforts in faculty development, with the support and encouragement of the Ministry of Education and the National Science Council, have helped the higher education system not only to improve educational services, but also to help better the nation's economic position and the quality of life for the Chinese people. (Author)

ED 291 276 HE 021 118

Zikopoulos, Marianthi, Ed.
Open Doors: 1986/87. Report on International
Educational Exchange.
Institute of International Education, New York,

N.Y.
Spons Agency—United States Information Agency, Washington, D. C.
Report No.—ISBN-87206-163-9
Pub Date—87
Note—202p.; Some tables contain small print.
Shaded graphs may not reproduce clearly.
Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (529.95). 10017 (\$29.95).

tion, 809 United Nations Plaza, New York, NY 10017 (329.95).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/F00 Plus Postage.
Descriptors—Census Figures, *College Students, Engish (Second Language), *Enrollment Trends, Females, Foreign Countries, *Foreign Students, Coraduate Students, Higher Education, *International Educational Exchange, Majors (Students), Males, National Surveys, Noninstructional Student Coxtage, Student Exchange Programs, Student Financial Aid, *Study Abroad, Undergraduate Students
The annual survey of all regionally accepted U.S. institutions of higher education provides aggregate data on the total number of foreign students in the United States, the number of students from a particular country, the distribution of foreign students among different fields of study, and the geographic distribution of foreign students within the United States, Statistical data are presented in tables in five sections: (1) the annual census of foreign students in the United States (overview, geographic origin, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in public and private institutions, institutions with the most foreign students, and academic characteristics personal characteristics, developed and private institutions, institutions with the most foreign students, and academic levels breakdowns of foreign students, and academic levels breakdowns of foreign students); (2)

cost-of-living expenditures by foreign students in the United States; (3) intensive English language programs; (4) U.S. study abroad (program types, host regions, countries, and fields of study); and (5) appendices (foreign student enrollment by institu-tion, place of origin, fields of study, place of origin by region and subregion, states within U.S. region, response rate, survey materials, enrollment in inten-sive English language programs, and study-abroad students by institution). (KM)

ED 291 277 HE 021 119

Basic Facts on Study Abroad.

Council on International Educational Exchange, New York, N.Y.; Institute of International Education, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date -87

Pub Date—37
Note—35p.
Note—35p.
Note—35p.
Available from—IIE Publications Service, 809
United Nations Plaza, New York, NY 10017
(S35.00 for 100 copies).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PO20 Plus Postage.
Descriptors—College Students, Foreign Countries, Graduste Students, Higher Education, High School Students, *International Programs, Overseas Employment, Program Descriptions, Secondary Education, Second Languages, Student Costs, Student Financial Aid, *Study Abroad, *Travel

Costs, Student Financial Aid, *Study Abroad, *Travel
This guide for students interested in studying abroad gives an overview of the factors to be considered and the choices to be made and provides references to sources of further information. The following topics are addressed: (1) planning (academic objectives, location, the third world, language proficiency, special laws, the disabled); (2) educational choices (secondary achool programs, the "in-between" year, summer study, interim programs, options, undergraduate and graduate study, admission, medical study and teaching abroad); (3) finances (scholarships, work abroad, internships and trainee programs, and voluntary service projects); (4) travel and living (housing abroad; passports, visas and vaccinations; medical insurance; and arranging transportation); (5) study-abroad programs (CIES); and (6) bibliography (IIE, CIEE, and National Association of Foreign Student Affairs (NAFSA) publications, and general references). A checklist of planning activities concludes the book-let. (KM)

ED 291 278 HE 021 120

Howard, Edrice Marguerite, Ed.
Vacation Study Abroad.
Institute of International Education, New York,

N.Y.
Report No.—ISBN-87206-154-X
Pub Date—87
Note—475p.; Introductory portions contain small print. Formerly published under the title "Summer Study Abroad."
Available from—IIE Publications Service, 809
United Nations Plaza, New York, NY 1007
(10.96).

Available from—IIE Publications Service, 809
United Nations Plaza, New York, NY 1007
(S19.95).
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MP01/PC19 Plus Postage.
Descriptors—Adult Students, "College Programs,
College Students, Disabilities, Foreign Countries,
Higher Education, Instructional Student Costs,
Noninstructional Student Costs, Program Descriptions, Second Languages, Student Costs, Student Touts, Travel,
Tuition, "Vacation Programs
This directory of vacation study-abroad programs
provides brief descriptions of the programs offered
by institutions around the world. An introductory
section describes the organization of the listings
(which provide program sponsor and name, location, dates, subjects, credit, eligibility, instruction,
highlights, costs, housing, deadline, and contact). A
section on planning for study abroad discusses: researching the options (language proficiency, geographic location, the third world, disabled students,
and adult learners); educational choices (types of
programs, sponsorship by consortia, direct earoliment, vacation study programs, internahips, and
voluntary service projects); finances (scholarships
and work abroad); travel and living (laws and customs; accommodations; passports, visas and vaccionations; medical insurance and other health
concerns; and transportation); and programs admin-

istered by the Institute of International Education (IIE). Program listings are divided into the following categories: worldwide; Africa, aouth of the Sahara; Asia and Oceania; Europe; Middle Bast and North Africa; and the Western Hemisphere. Two appendices provide a list of consortia and a summary of the U.S. study-abroad census. Two indexes, by sponsoring institution and by field of study, conclude the book. (KM)

HE 021 124

Brill, Jay Hartman, Rhona C. Financial Aid for Students with Disabilities. 1987 Edition.

Edition.

American Council on Education, Washington, DC.

HEATH Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—87

Contract—300-80-0857

Grant—G0084C3501

Note—9p.; Revision of a 1982 fact sheet originally prepared by Sue Bardelini and Rhoms C. Hartman.

Note—9p.; Revision of a 1982 fact sheet originally prepared by Sue Bardelini and Rhoma C. Hartman.

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/P091 Plus Postage.

Descriptors—*Accessibility (for Disabled), Agency Cooperation, "College Students, "Disabilities, Federal Aid, "Financial Aid Applicants, Higher Education, Information Sources, Money Management, Need Analysis (Student Financial Aid), Nonprofit Organizations, Parent Financial Aid), Nonprofit Organizations, Parent Financial Aid, Vocational Rehabilitation

Identifiers—Rehabilitation

Identifiers—Disability Payments, Social Security Benefits

Information about how handicapped students cam pay for postsecondary education and training is provided in this fact sheet for students, parents, and professionals who assist disabled students. The financial aid system is described, with attention to the application and disbursement process and federal financial aid programs. The family contribution, how to determine student need, and a financial aid package are explained, including technical words and phrases. Particular attention is given to expenses that are considered disability-related, including suggestions on how to include them in a budget. The role that the vocational rehabilitation any campus financial aid are also covered: Supplemental Security Income program; Social Security benefits; Talent Search, Educational Opportunity Centers, and Special Services for Disadvantaged Students programs; state programs; said private scholarships. Included are a list of organizations offering scholarships, selected annotated resources, and a pre-college financial checklist. (SW)

ED 291 280

ED 291 280 HE 021 126 ED 291 280
Forman, Susan Bardellini Hartman, Rhona C.
Cost Effective Ideas for Serving Disabled Students
on Campus, 1963-86 Edition.
American Council on Education, Washington, DC.
HEATH Resource Center.

American Council on Education, Washington, DC. HEATH Resource Center.

Pub Date—\$6
Note—\$6; Fact sheet originally prepared in 1983 with assistance from Michael Zimmerman.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PO1 Plus Postage.

Descriptors—"Accessibility (for Disabled), "Ancillary School Services, Annotated Bibliographies, College Administration, "College Students, "Cost Effectiveness, Deaf Interpreting. "Disablidies, Hearing Impairments, Higher Education, Long Range Planning, Peer Counseling, Physical Disablidies, Program Effectiveness, "Sensory Aids, Visual Impairments Cost effective approaches for providing services, modifications, and technological devices for disabled college students are discussed. Attention is directed to planning strategies, considerations for determining cost effectiveness, and a variety of ideas actually in use on U.S. campuses. It is noted that the key to cost effectiveness is long range planning, Questions are identified that should be asked about a new or continuing service, product, or device. Programs are described that illustrate specific practical ideas that have been successful and cost effective. Contact persons are listed with each idea. The programs concern: transportation, targeted

fund raising, low technology aids, a way to summon help for quadriplegic individuals, peer counseling, attendant care, a vibrating alarm for hearing im-paired students, wireless frequency modulated am-phification, volunteer readers, and efficient use of readers and interpreters. An annotated bibliography of eight selected resources is also included. (SW)

ED 291 281 HE 021 14 Nos-Credit Instructional Activities, January 1, 1967 through June 30, 1967, with Treed Infor-mation from 1963. State University of New York. Office of Institutional Research Report No. 20-88. HE 021 144

Ornes of Institutional Research Report No. 20-88.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date—Feb 88
Note—469p.
Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

BORS Price - MP01/PC19 Plus Postage.
Descriptors—Adult Education, College Instruction, "College Programs, Conferences, "Continuing Education, Extension Education, Financial Support, Higher Education, Institutes (Training Programs), Intellectual Disciplines, "Noncredit Courses, Seminars, "State Universities, Student Characteristics, Teacher Characteristics, "Workshops

shops lentifiers—"State University of New York shops Identifiers—"State University of New York Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). The activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports for July 1, 1987 through June 30, 1987 on the number of noncredit activities and registrations in six categories: subject ares, target clientele, organizing unit, instructional type (e.g., workshop), faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations for the six categories for 1983 through 1987. All noncredit courses offered at individual SUNY institutions are listed by subject ares. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are also identified. (SW)

ED 291 282
Access and Quality in Higher Education and Research. Can Outario Afford To Support Beth?
Can Outario Afford Not To?
Council of Ontario Universities, Toronto.
Report No.—ISBN-0-88799-223-4
Pub Date—Feb 88
Note—28p.
Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Outario MSS 274.
Pub Type—Reports - Descriptive (141) HE 021 149 ED 291 282

tario M5S Tf4.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Access to Education, Capital Outlay
(for Fixed Assets), "Bducational Quality, Enrollment Trends, Financial Policy, "Financial Support, Foreign Countries, Government School
Retationship, "Higher Education, "Operating Expenses, Public Policy, Research, Resource Allocation."

penses, Public Policy, Research, Resource Allocation
Identifiers—Canada, *Ontario
Punding of Ontario Universities is addressed by
the Council of Ontario Universities, including financial requirements of universities for 1983-1989, and
the capital requirements for major repairs and renovations, alterations, deferred maintenance, and new
construction. While the universities have requested
an increase in base operating grants of 10.9% for
1983-1989, the government announced an increase
of only 4.5%. Since 1977 university enrollment has
grown by 23% and university research activity has
increased by 30%. However, government operating
grants have grown by only 2 percent in real terms.
For fall 1988 there has been an increase of over 10%
in students applying to college admission. To minimally maintain existing levels of service, Ontarinally maintain existing levels of service, Ontarinally maintain existing levels of service, ontari-

special funding will also be needed to accommodate new applicants. In order to support the research enterprise, a further 1 percent increase in overall university funding to the research infrastructure is also recommended. A 20% improvement in univer-sity funding over a 5 year period is also proposed. (SW)

ED 291 283 HE 021 150

ED 291 283

HE 021 150

Engx. Ruth C. Harson, David J.

Nursing Stadents' Alcohol Knowledge and Drinking Behavior over Time.

Pub Date—[87]

Note—11p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Alcohol Education, Alcoholic Beverages, "College Students, "Drinking, Higher Education, "Knowledge Level, "Nursing Education The knowledge Level, "Nursing Education The knowledge Level, "Nursing Education of collegiste nursing students was studied in 1982-1983 and 1984-1985. The questionnaire included demographic items, questions regarding the consumption of alcohol, 36 items tapping knowledge of alcohol, and 17 items concerning possible consequences of drinking. The 1982 sample consisted of 291 students at 72 four-year institutions, while the 1984 sample consisted of 170 students at the same institutions 2 years later. There were significant differences over time in responses to only three of the alcohol knowledge items. The findings indicate stability in the drinking patterns and problems of nursing students as well as in their alcohol knowledge This suggests that greater efforts should be made to improve alcohol education at the collegiate level, especially in the preparation of nurses. Fifteen references are listed. (SW)

ED 291 284 HE 021 151

Fifteen references are listed. (SW)

ED 291 284

Gallin, Alice, Ed.
The Challesge of Catholic Colleges and Universities,
Washington, D.C.
Pub Date—88
Note—469.
Available from—Association of Catholic Colleges
and Universities, One Dupont Circle, Suite 510,
Washington, D.C. 20036 (\$5.00 each, 1-9 copies;
\$4.50, 10 or more copies, prepaid).
Journal Circle—Current Issues in Catholic Higher Education;
\$7 n.2 Win 1988
Pub Type—Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Freedom, "Catholic Schools, "Church Related Colleges, "Church
Role, College Role, Dissent, "Higher Education,
Institutional Mission, "Religious Education
The character and mission of Catholic institutions
of higher education are discussed in nine articles.
Questions that are posed include: what issues of the
Catholic tradition need to be further examined;
what additional reading of the Vatican II texts are
appropriate, how is one to understand the American
context within which the Catolic mission is to be
carried out; and how can Catholic colleges and universities respond to current challenges. Titles and
suthors are as follows: "Remarks on Behalf of the
Ministry of Catholic Higher Education in American
Coutext within which the Catolic mission is to be
carried out; and how can Catholic colleges and universities respond to current challenges. Titles and
suthors are as follows: "Remarks on Behalf of the
Ministry of Catholic Higher Education in American
Context of Catholic Universities" (Paul J.
Gods); "Catholic Colleges Need Academic Freedom" (Quentin L. Quade); "The Need for Open
Inquiry and Huralism and Catholic Identity" (Joseph A. O'Hare); and "Beyond Tolerancer
Pluralism and Catholic University: Pluralism and Identity" (Joseph A. O'Hare); and "Beyond Tolerancer
Pluralism and Catholic Higher Education" (William
M. Shea). (SW)

ED 291 285 HE 021 152 Wechsler, Harold, Ed. The 1988 NEA Almanac of Higher Education, National Education Association, Washington, D.C.

Pub Date—88 Note—158p. Available from vailable from—National Education Association 1201 16th St., N.W., Washington, DC 20036. ub Type—Reference Materials (130) — Opinio Pub Type—Reference Materials (130) — Opman Papers (120) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Academic Freedom, Aptitude Tests, Collective Bargaining, Community Colleges, Corporate Support, Court Litigation, Degrees (Academic), Educational Legislation, "Educational Trends, Budowment Funds, Enrollment Trends, Federal Legislation, "Educational Trends, Budowment Funds, Enrollment Trends, Federal Legislation, Pellowships, "Higher Education, "National Organizations, Periodicals, Position Papers, Resource Allocation, "Teacher Associations, Teacher Salaries
Identifiers—"National Education Association A statistical profile of higher education, a general review of developments during 1986-1987, and policy statements and activities of the National Education Association (NEA) are presented in this 1985. NEA Almanac. The statistical profile covers enrollment trends, degrees, faculty salaries, endowments, appropriations to community colleges, scores on the Scholastic Aptitude Test and the American College Testing, assessments, and corporate gifts to education. Also addressed are higher education Technical Amendments, Supreme Court decisions for the 1986-1987, education provisions of the Tax Reform Act of 1986, 1987 Higher Education Technical Amendments, Supreme Court decisions for the 1986-1987 term, recent growth in higher education enrollment, and academic freedom and censured institutions. In addition to a selected bibliography of higher education books, information is provided on higher education are provided, as well as information concerning NEA memberships and benefits, grant programs, the NEA higher education journal, the National Council for Higher Education, and NEA higher education bargaining units. (SW)

ED 291 286 HE 021 153

ED 291 286

Running the Application Course: The Student Financial Aid Delivery Systems.

Bureka Project, Sacramento, CA.

Pub Date—Nov 87

Note—18p.; The Eureka Project is a privately organized, funded, and directed review of student aid policies in California. For related document, see HE 021 154.

Available from—The Bureka Project A28 I Street.

HE 021 154.

Available from—The Eureka Project, 428 J Street,
Suite 400, Sacramento, CA 95814.

Pub Type— Reports - General (140) — Guides Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Federal Aid, *Financial Aid Applicants, *Financial Support, Grants. Higher Education, *Need Analysis (Student Financial Aid),

*State Aid, State Federal Aid, *Student Financial Aid,
Aid, Student Loan Programs

Identifiers—"California
Financial aid for students is now a complex educa-

Aid, State Pederal Aid, "Student Francial Aid, Student Loan Programs Identifiers—"California Financial aid for students is now a complex educational industry, with expenditures in California reaching \$1,500,000,000 in 1987 (including loans, grants, and jobs). This has grown from under \$10,000,000 in the 1950s. Asi the came more important to study the policies involved in student financial aid, The Eureka Project was created. This privately run project reviews the development of California student financial aid, defines issues, and suggests future policy guides. Since students are active participants in the student aid delivery system, they need to understand how they participate. This booklet explains the application course and discusses when different information on recruitment and students aid is given to California high school students. It looks at such specifics as deadline dates and award announcements. There are explanations of the Cal Grant and Pell Grant programs, as well as specifics on what type of information is needed for application. Also noted are requirements for guaranteed student loans. (SM)

ED 291 287 HE 021 154 Briefly Speaking: An Introduction to Student Financial Aid in California for Policy Makers. Eureka Project, Sacramento, CA. Pub Date—Nov 87 Note—26p.; For a related document, see HE 021

153.

153.
Available from—The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
Pub Type—Reference Materials (130) — Reports - Descriptor (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Federal Aid, *Financial Aid Applicants, *Financial Support, Higher Education, *Need Analysis (Student Financial Aid), State Aid, State Federal Aid, *Student Financial Aid, State Aid, State Federal Aid, *Student Financial Aid, State Aid, State Federal Aid, *Student Financial Aid, Student Loan Programs Identifiers—*California

Designed to help educational policy makers un-derstand student financial aid in California, this booklet covers the importance of aid, how it has changed, current programs, need analysis, psckag-ing, public and student views, graduate aid, and poli-tics and problems of aid. As student financial aid ing, public and student views, graduate sid, and politics and problems of aid. As student financial aid
became a larger and more complex educational industry, the necessity arose to review the policies
around it and identify any problems. Thus, the privately organized and flusded Bureta Project was
started to review the development of student financial aid in California. Student financial aid for postsecondary education involves about \$1,500,000,000
as of 1987, with about 10% of all California families
participating in some way. The importance of this
aid in helping independent colleges survive and
helping low income and minority students get an
education is discussed. Financial aid to students has
grown significantly over the past 30 years, and aid
now includes grants, scholarships, loans, and
part-time employment. The federal Guaranteed
Student Loan (GSL) program is the largest current
program with the Pell Grant program the next largest source of federal aid. State funds are generally in
the form of grants, including Cal Grants. The determination of needs is explained along with the different types of aid packages. The manner in which
students and the public view student financial aid.
os addressed, and political issues and various problems are considered. (SM)

HE 021 155

ED 291 288 HE 021 15 Hill, Deborah J., Ed. Innovative Approaches to Curriculum Design in the Study Abroad Program. Report No.—ISBN-0-936645-01-6 Pub Date—87

Report No.—ISBN-0-936645-01-6
Pub Date—87
Note—135p.
Available from—Renaissance Publications, 7819
Barkwood Drive, Worthington, OH 43085
(39.95).
Collected Works Serials (622)

Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

(141)
Document Not Available from EDRS.
Descriptors—Adult Students, College Curriculum,
College Second Language Programs, Cross Cultural Training, "Curriculum Design, Higher Education, Interdisciplinary Approach, Internship
Programs, Leadership, "Liberal Arts, Library Materials, Nonverbal Communication, Resource
Materials, School Business Relationship, Simulation, "Study Abroad, Values, Writing (Composition)

Materials, School Business Reinforship, Simustion, "Study Abroad, Values, Writing (Composition)

Identifiers—England, Michigan State University, Schreiner College TX, Spain, USSR
Recommendations for designing a study abroad curriculum are offered to program directors, teachers, and study abroad leaders. The 13 easys and their authors are: "Study Abroad and the Liberal Arts: The Canon in Disarray" (Michael Kline); "Preparing for Study Abroad: Innovative and Traditional Library Resources" (Carolyn Stephens); "Avoiding a U.S. Curriculum Transplant Abroad: The Ethnographic Project" (Ghislaine Geloin); "Avoiding a U.S. Curriculum" (Monica Rector, Jurgen Heye); "An Academic Pilgrimage to the Twelfth Century: The Art of Simulation" (David Gitlitz, Linda Davidson); "American Readers and Writers in England" (Donald Vanouse); "Hog Butchery and Corporate Internships: Broadening be Idea of Foreign Study" (Aden W. Hayes); "Curriculum, the Private Sector, and Overseas Study" (Charles Gitozzo); "Short Term Innovative Study" (Abroad Clintericiplinary Cross-Cultrual Perspectives for the Adult Learner (Roslyn Schindler, Martin Glaberman, Guerin Montilus, Francis Shor); "Designing Study Programs to the USSR" (Gregory Glesson); "The Ecaching of U.S. Values in the Binational Center" (Gene Preston); and "Leadership Training in the Study Abroad Program: An Adventure in the Libertal Arts" (Glen Lich). (SW)

HE 021 156 Virshup, Bernard
Do We Have To Know This for the Exam? A Guide
to Coping in College.
Report No.—ISBN-0-393-30391-8
Pub Date—87

Note—281p. Available from—W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110 (\$8.95). Pub Type— Books (010) — Guides - Non-Class-

room (055)

Document Not Available from EDRS.

Descriptors—Achievement Need, Adolescents, Anger, Anxiety, "College Students, "Coping, Depression (Psychology), Higher Education, "Interpersonal Competence, Listening Skills, Psychological Needs, "Self Concept, Sexuality, "Social Cognition, "Student Adolescence and skills The suide for college students discusses the psychological adjustments of late adolescence and skills and techniques for coping and developing interpersonal skills. The book is comprised of the following interpersonal skills. The book is comprised of the following topics: carriar grelationships, sex ("Let's Talk about Sex" by Jacqueline Kanaky), listening, self-awareness, self-esteem, criticism, confidence, motivation, coping with bad feelings, anxiety, anger, depression, creative coping, and pathways (life and career choices). The benefits of keeping a journal are discussed in an appendix, and a second appendix provides a chart of Jungian personality types and characteristics frequently associated with each type among young people. An index is also provided. (KM)

ED 291 290 HE 021 157
Carbone, Robert F.
Fund Raisers of Academe.
Clearinghouse for Research on Fund Raising, College Park, MD.

lege Park, MD.

Spons Agency—EXXON Education Foundation,
New York, N.Y.; Maryland Univ., College Park,
Dept. of Education Policy, Planning, and Administration.; Maryland Univ., College Park, Inst. for
Research in Higher and Adult Education.
Pub Date—87
Note—25p.

Available from—Clearinghouse for Research on
Pund Raising, 3112 Benjamin Building, University of Maryland, College Park, MD 20742
(35.00).
Pub Type—Reports.

rund Raising, 3112 benjamin Bulanti, Direct aity of Maryland, College Park, MD 20742 (\$5.00). Pub Type—Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—8 Administrator Characteristics, "Correer Development, College Administration, Educational Background, Educational Finance, Finance Occupations, Pund Raising, Higher Education, Occupations, Pund Raising, Higher Education, "Institutional Advancement, Job Satisfaction, Occupational Aspiration, Occupational Mobility, Occupational Surveys, "Professional Development, Professional Training This study was conducted to examine career development and professionalization in the fund-raising vocation in colleges and universities. A sample of 500 fund raisers was drawn from over 5,000 members of the Council for Advancement and Support of Education who say their primary responsibilities and interests are in fund-raising. A two-page questionnaire was sent to each, and 206 (a response rate of just over 40%) responded. The results included the following: (1) scademic fund-raisers are predominantly middle-aged white men with a high level of educational attainment (a mean age of 40.5 years with 61% holding master's degrees and 23% doctoral degrees); (2) they are employed by relatively large institutions that offer both undergraduate and graduate study; (3) of the 204 reporting the number of years in their current jobs for more than 5 years; (4) volunteer experiences were the major influence on the choice of fund raising as a career; (5) working in a development office was the single most important source of training in fund raising; and (6) upward mobility is more likely by moving to another institutions. Suggestions are offered for the professionalization of the fund-raising field, and the meaning and implications of the results are discussed. (KM)

ED 291 291

Jacobs, Lucy Cheser

University Paculty and Students' Opinions of
Student Rating. Indiana Studies in Higher
Education No. 55.
Indiana Univ., Bloomington. Bureau of Evaluative
Studies and Testing.
Pub Date—Nov 87

Note—19p.
Available from—Bureau of Evaluative Studies and
Testing, Indiana University, Bloomington, IN
47405.
Pub Type—Reports - Research (147).

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MP01/PC01 Plus Postage. Descriptors—*College Faculty, *College Students,

Course Evaluation, "Faculty Evaluation, Higher Education, Institutional Research, Instructional Improvement, Questionnaires, School Surveys, "Student Attitudes, "Student Evaluation of Teacher Performance, Student Reaction, Teacher Lattitudes, Teacher Effectiveness, Teacher Improvement Identifiers—"Indiana University Bloomington This study surveyed faculty and students of Indiana University to ascertain their attitudes toward the evaluation of faculty by means of student ratings. Questionnaires were mailed to 200 faculty members, and 510 students were surveyed in classes. Results included the following: (1) faculty expressed generally favorable attitudes toward the use of student ratings; (2) while faculty believe the ratings have helped them improve their teaching, they have reservations about their use in personnel decisions and would like to have a peer review system as well; (3) students say that they take faculty ratings seriously, a finding that conflicts with the perceptions of faculty; and (4) among the factors considered important by students were how much they learned in the course and the instructor's fairness, impartiality, organization, preparation, rapport with students and expertise in the field. It was concluded that student ratings are used appropriately at the university and that they represent an efficient source of data on teaching. Survey segments with responses are displayed in eight tables. (KM)

ED 291 292

Dubney, Virginius
Virginius
Virginius
Virginius
Commonwealth University: A Sesquicentennial History,
Report No.—ISBN-0-8139-1138-9
Pub Date—87
Note—429p.
Available from—University Press of Virginia, Box
3608 University Station, Charlottesville, VA
22903 (\$29.95).
Pub Type— Books (010) — Historical Materials
(066)
Document Not Available from—University

22903 (\$29.95).
Pab Type—Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—Administrators, College Administration, "Educational History, Higher Education, Medical Education, "Medical Schools, Mergers, Professional Education, "Medical Schools, Mergers, Professional Education, "Medical Schools, Mergers, Professional Education, "Medical College of Virginia Richmond Professional Institute VA, "Virginia Commonwealth University
The history of two institutions, the Medical College of Virginia and the Richmond Professional Institute, which came together in 1968 to form Virginia Commonwealth University (VCU), is presented. The Medical College of Virginia was established in 1838 (1988 marks VCU's 150th anniversary) as a branch of Hampden-Sydney College, but broke away in 1854 as a result of a bitter controversy between two medical factions. The Richmond Professional Institute, originally known as the Richmond School of Social Work and Public Health, was formed in 1917. The book has the following chapters: (1) in the beginning, (2) postbellum years and the battling doctors, (3) two rival medical schools, (4) the feuding schools unite, (5) the Sanger presidency ends, (8) the college under President Smith; (9) a magician at work in education, (10) Hibbs is succeeded by Oliver, (11) a university is born, (12) the Brandt and Temple presidencies, (13) President Ackell and the student press, (17) athletics at VCU, (18) a forward pace in academe, and (19) moving toward the bicsneanial. Appendices list VCU winners of the following awards: Nobel Prize in medicine and physiology; Presidential Medallion; Wayne medal; Louise Obici annual award; Medical Society of Virginia (Robins) award; distinguished faculty award; Dean's award, school of medicine; distinguished service to medicine; distinguished faculty award; Dean's award, school of medicine; distinguished faculty award; Dean's award, school of Markle scholars; Fulbright scholars; Gugganheim fellows, American Council for the Humantities residen

ED 291 293 HE 021 160 nd, Jason L. And Others Iness School Computer Usage, Fourth Annual

UCLA Survey.
California Univ., Los Angeles. Graduate School of Management.

Management.

Spons Agency—Digital Equipment Corp., Maynard, Mass.

Pub Date—Sep 87

Note—93p.

Available from—Information Systems Research

Program, Anderson Graduate School of Management, UCLA, Los Angeles, CA 90024-1481 (\$7.50).

Program, Anderson Graduate School of Management, UCLA, Los Angeles, CA 90024-1481 (\$7.50).

Pub Type—Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage.

Descriptors—"Business Administration Education, Computer Assisted Instruction, Computer Managed Instruction, Computer Uses in Education, "Microcomputer Managed Instruction, Computer Uses in Education, Higher Education, "Microcomputers, National Surveys, Programing Languages, School Surveys, Telecommunications
Identifiers—"Business Schools, Canada

The changing nature of the business school computing environment is monitored in a report whose purpose is to provide deans and other policy-makers with information to use in making allocation decisions and program plass. This survey focuses on resource allocations of 249 accredited U.S. business schools and 15 Canadian schools. A total of 128 schools completed the 13-page questionnaire, yielding a 48% response rate. The report is divided into mine sections: (1) introduction; (2) profile of surveyed schools (demographics, budgets); (3) computer resources (mainframes, minicomputers, and computing staff and services); (4) microcomputer densities, acquisition and ownership, and portable systems); (5) communications (terminal and microcomputer communications (terminal and microcomputer communications (terminal and microcomputer ownership, and portable systems); (5) communications (terminal and microcomputer ownership, and portable systems); (6) software (word processing, spreadsheets, database management systems, integrated and statistical packages, mathematical modeling, simulation, games, languages and graphics); (7) instruction and research (curriculum penetration, courseware sources, classroom electronic equipment, training, computer course and language requirements, and available databases); (8) administrative activities; and (9) summary and issues. The evidence supports the general impression that microcomputers a years ago, today the figure is 100%. Operational costs and computers support staff are impor

ED 291 294 HE 021 161

ED 291 294

Schnell, Jumes A.

Academic Chairpersons and the Management of Academic Departments in China.

Pub Date—[87]

Note—9p.

Pub Type— Reports - Descriptive (141)

EDRS Prics - MF01/PC01 Plus Pustage.

Descriptors—"Administrator Role, "College Faculty, "Operatment Heads, Departments, Faculty Mobility, Faculty Workload, Foreign Countries, Higher Education, Teacher Administrator Relationship, Teacher Employment Benefits, "Teacher Motivation, Teacher Role, Teaching Conditions

tionship, Teacher Employment Benefits,
"Teacher Motivation, Teacher Role, Teaching Conditions
Identifiers—"China (Beijing)
The role of academic chairpersons in the management of academic departments in Beijing, The People's Republic of China, is described. After a brief overview of social and political changes in China since 1949, the college teaching profession in China since 1949, the college teaching conditions, the lack of individual choice in career maters, and the teacher as role model. The selection and qualifications of academic chairpersons are described, followed by a discussion of college administrative structure and the role of the academic chairperson in faculty morale and motivation and compensation of senior faculty are discussed within the context of motivation. Lack of faculty participation in cademic decision-making is also discussed. Nine references are listed. (KM)

ED 291 295

A Guide to Self-Study for Commission Evaluation.
North Central Association of Colleges and Schools,
Chicago, IL. Commission on Institutions of
Higher Education.
Pub Date—88
Note—50p; For related documents, see HE 021
163-165. Updates ED 274 249.
Available from—North Central Association, 159 N.
Dearborn, Chicago, IL 60601 (34.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postaga.
Descriptors—"Accreditation (Institutions), Administrative Organization, College Administration,
"College Planning, Educational Finance, Educational Evaluation (Organizational Objectives, Resources, "Self Evaluation (Groups)
This guide is intended to assist institutions of higher education with the process of organizing, conducting, and reporting the result of their self-study in preparation for evaluation by the Commission on Institutions of Higher Education. The guide is divided into the following chapters: (1) self-study in accreditation (purposes and the Commission's expectations); (2) organizing, planning and conducting the self-study (including the purposes and structure of the report and institutional requirements and data forms); and (5) focused evaluations (report structure). An amnotated list of resources for self-study, including resources from the Commission, 13 selected self-study reports, and other resources, is appended. An index of Commission policies and a list of Commission members and staff are also provided. (KM)

ED 291 296

A Manual for the Evaluation Visit.

North Central Association of Colleges and Schools, Chicago, IL Commission on Institutions of Higher Education.

Pub Date—88

Note—70p.; For related documents, see HE 021 162-165. Updates ED 274 250.

Available from—North Central Association, 159 N. Dearborn, Chicago, IL 60601 (34.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plas Postage.

Descriptors—"Accreditation (Institutions), Administrative Organization, College Administration, "College Planning, Evaluation Criteria, "Evaluation Methods, Higher Education, "Institutional Evaluation, Organizational Objectives, "School Visitation Identifiers—"Site Visits

Evaluation, Organizational Objectives, *School Visitation Identifiers.*-Site Visits

This manual is intended to guide institutions of higher education and evaluation teams through the evaluation visit by, and the subsequent processes of, the Commission on Institutions of Higher Education. The manual is divided into the following chapters: (1) institutional preparations for the visit (preparations that must be made beginning 2 years before the visit); (2) team preparations for the visit (including lines of communication, analysis of written materials, and the Commission staff); (3) conducting the evaluation visit (including evaluation team role, meetings and conferences, and the exit interview); (4) the team report (including structure evaluation for affiliation, advice for institutional improvement, the team recommendation, and drafting of the report); (5) the review processes (institutional response, readers' panel, and review committee); (6) focused evaluations; and (7) special cases. Seven appendices provide the general institutional requirements and the evaluative criteria, a sample timeline, institutional materials, sample evaluation visit summary sheet, a planning checklist for the team chairperson, a sample title page for the team report, and a sample Statement of Affiliation Status (SAS) worksheet. An index of Commission policies and a list of Commission members and staff are also provided. (KM)

ED 291 297 HE 021 164

A Handbook of Accreditation.

North Central Association of Colleges and Schools.

Chicago, IL. Commission on Institutions of Higher Education.

Pub Date—88

Note—87p.; For related documents, see HE 021

uo Date—so 162-165. Updates ED 274 251. vailable from—North Central Association, 159 N. Dearborn, Chicago, IL 60601 (34.00).

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors— Accreditation (Institutions), Administrative Organization, College Administration,
College Planning, Educational Objectives, "Bvajustion Criteris, "Bvajustion Methods, Higher Education, "Institutional Evaluation, Organizational Objectives, Resources, "Self Evaluation (Groups) Identifiers—Site Visits
An overview is presented of the accreditation process of the Commission on Institutions of Higher Education, along with a brief history of how that process has evolved. The handbook is divided into the following chapters: (1) introduction (meaning and purposes of accreditation, the evaluation of the Commission's evaluative principles, and the current mission, operations, services and personnel of the Commission, (2) affiliation with the Commission (types of affiliation, general institutional requirements, evaluative criteria, and obligations of affiliation); (3) statement of affiliation status; (4) the evaluation process (including self-study, the evaluation and annual reports); (6) institutional change (Commission policies and procedures that an institution must follow to seek approval of changes in its Statement of Affliation Status; (7) sanctions (including probation, withdrawal of affliation, reapplication and appeals); and (8) informing the public how the affliation of an institution is made known to the public). Seven appendices provided as well as an index of commission ovaluation fee schedule, preliminary information form, rules of procedures, guidelines on contractual relationships, and guidelines of institutional good practice, (confidentiality, disclosure, etc.), and a list of Council on Post-secondary Accreditation (COPA) and the regional accrediting associations is also provided as well as

an insex of commission poinces and a last of Commission members and staff. (KM)

ED 291 298

HE 021 165
Accreditation of Postsecondary Institutions: An Overview.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

Pub Date—Sep 87

Note—21p; For related documents, see HE 021 162-164.

Available from—North Central Association, 159 N. Dearborn, Chicago, IL 60601 (\$1.00).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/P01 Plus Postage.

Descriptors—"Accreditation (Institutions), "Agency Role, Evaluation Criteris, Evaluation Methods, "Higher Education, "Institutional Evaluation, Self Evaluation (Groups)
General information is given about the accreditation of postsecondary institutions by the Cemmission on Institutions of Higher Education of Postsecondary institutions by the Cemmission of Institutions of Higher Education of Colleges and Schools. The pamphlet contains the following sections: (1) introduction which explains institutional and specialized accreditation; (2) the purpose of the North Central Association; (3) the Commission on Institutions of Higher Education (mission, personnel, forms of affiliation, the evaluation process, and obligations of affiliation; (4) answers to questions frequently asked of the Commission; (5) general institutional requirements; (6) evaluative criteria for accreditation; and (7) evaluative criteria for candidacy for accreditation; and (7) evaluative criteria for accreditation; and (7) evaluative criteria for candidacy for accreditation related. (KM)

HE 021 166

ED 291 299

Zuickes, James J. Vallely, Rebecca
Accounting for the Full Cost of Research. A Study
of Indirect Costs.

Cornell Univ., Ithnea, N.Y.
Pub Date—87

Note—59p.
Available from—Cornell University, Office of the
Vice President for Research and Advanced Studies, 312 Day Hall, Ithnea, NY 14853.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cost Effectiveness, Financial Needs,
*Financial Support, Higher Education, Institutional Role, Private Colleges, *Program Cost,
Public Colleges, *Research Administration, Research Opportunities, Research Problems, Research Projects

Identifiers—*Indirect Costs, *Sponsored Research

RIE JUL 1988

Faculty and administrative concern over the rising indirect cost rates at Cornell University (New York) precipitated this study, focusing on research funding and the expenses not easily identifiable with specific projects. Some of the questions addressed include: what are the costs, who pays for them, and which arrangements, policies, partnerships, and cooperative interactions among the stake holders are effective? A mail survey of the top 100 public and 34 private colleges and universities was undertaken to determine the full cost of a sample project including indirect costs and fringe benefits. The Cornell Institute for Social and Economic Research (CISER) checked responses and coded for analysis. Of the reporting 113 institutions, the average indirect cost rate was 48.4% of the modified total direct cost rate as 48.4% of the modified total direct cost. The rate of recovery was found to be 24% of the complete research cost. When compared with governmental studies, the actual recovery appears to be about 578 million lower than former government estimates. Underrecovery of direct costs is concluded to be a major problem for universities, with only 35% of respondents having a carry forward provision to recover in future years any underrecovery. It is important that a sound collaborative effort between universities and government agencies be established to deal with this problem. Part 2 of this report contains survey results summary tables. (SM)

HE 021 167

HE 021 10 ontrol, Responsibility, Expected Liking and Performance on a Classroom Task.

Note—12p.; Paper preservention of the control of the no Date—87 tote—12p.; Paper presented at the Annual Con-vention of the American Psychological Associa-tion (95th, New York, NY, August 28-September

tion (95th, New York, N.1, August 1, 1987).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Classroom Environment, College Instruction, Expectation, Higher Education, "Performance Pactors, Student Behavior, Student Motivation, "Student Participation, "Student Responsibility, Student Role, "Teacher Student Relationship

"Performance Factors, Student Behavior, Student Motivation, "Student Role, "Teacher Student Responsibility, Student Role, "Teacher Student Relationship Identifiers—"Control Perception, "Liking In a study of whether more student control and responsibility in the classroom would cause them to feel more positive about a task and to like their co-workers better, 57 undergraduates were asked to complete an 8 statement questionnaire on how much control they would be willing to allow others working with them. They were placed in pairs with half of the participants expecting their partners to give them high control on the task and half expecting low control. The results indicate the students offering high control were liked more, though there was no main effect for responsibility. Also, when students had low responsibility, they preferred the other person more with high control than low control conditions. They had higher expectations of themselves when given high control. Students with more classroom control are concluded to become more involved, expect more of themselves, and like the instructor and other students better. Classes with no student control or responsibility may have very little student involvement, lower expectations from students, and less liking for one another and the instructor. (SM)

ED 291 301 HE 021 168

Pickens, William H.
The Infrastructure Needs of California Public
Higher Education through the Year 2000.
California State Postsecondary Education Commis-

Report No.—CPEC-87-39
Pub Date—Oct 87
Note—15p.; A presentation to the California Joint
Legislature Budget Committee on October 14, Legisl 1987.

valiable from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.

95814-3985.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Capital Outlay (for Fixed Asseta),
Community Colleges, Construction Costs, *Cost
Estimates, *Facility Improvement, *Higher Education, Private Financial Support, State Aid,
*State Colleges, State Universities

Identifiers—*California, California Community Colleges, California State University, University of California
This report looks at the infrastructure (capital outley) needs of higher education in California through the Year 2000, indicating the needs projected by segment (University of California, California State University, and community colleges); past funding; and options for accommodating increasing enrollments and meeting capital outlay needs. Estimates are close to \$7.7 billion for capital construction, renovation, and repairs through the Year 2000, due to 12 years of funding instability, the increased demand for new facilities with the recent types of enrollment growth, and construction, renovation, and equipment funding of segmented offices. Without these funds, segments may not be able to handle all eligible students, instruction quality could decline, there may be health and safety problems, and the enormous state investment in the 135 public campuses may be threatened. The State needs to use many funding sources and options in order to meet the minimal infrastructure needs of higher education. Options include issues related to: increased utilization standards for classrooms and laboratories; year-round operations; expanded use of technology; use of off-campus centers; greater use of the independent sector; tax incentives for private contributions to capital projects; general fund support for maintenance of non-state funded space; encouraging lower-division students to attend the community colleges; and bond funding. The legislature must decide which methods to use to make private donations for various facilities more attractive to the institutions and the donors. (SM)

HE 021 169 ED 291 302

ED 291 302

Gordon. Robert E.
A Graduate Dean Looks at Fund Raising.
Pub Date—2 Dec 87

Note—8p.; Panel discussion paper from the Annual
Meeting of the Council of Graduate Schools
(27th, Washington, DC, December 2, 1987).
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Corporate Support, Donors, *Fund
Raising, Higher Education, *Institutional Advancement, Philanthropic Foundations, *Private
Financial Support, Public Relations
Perspectives on institutional fund raising or resource development are offered by a graduate dean.
The focus is funding provided by individuals, foundations, and corporations. It is suggested that this
effort must be a total institutional effort organized
by professionals and best conducted by an smixture
of resource development professional, plus those
who will either lead, or benefit by, the specific activity for which support is sought. Controlling fundraising efforts from a central point prevents duplicativity for which support is sought. Controlling fundraising efforts from a central point prevents duplicativity for which support is sought. Controlling fundraising efforts from a central point prevents duplicativity for which support is sought, except a support
which support is sought, controlling fundraising efforts from a central point prevents duplicativity for which support is sought, controlling fundraising efforts from a central point prevents duplicativity for which support is sought, controlling fundraising efforts from a central point prevents duplicativity for which support is sought, controlling fundraising efforts from a central point prevents duplicativity for which support is sought and research to teaching. Lastly, a responsibility exists to
report the importance and the impact of the activity
on the institution to the donor. (SW)

ED 291 303 HE 021 170 th Carolina Commission on Higher Education annal Report, 1986-1987. th Carolina Commission on Higher Education,

outh Carol

Columbia.

Pub Date—31 Dec 87

Note—34p.

Available from—South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, SC 29201.

Pub Type—Reports - Descriptive (141)

EDRS Price - MP61/PC02 Plus Postage.

Descriptors—Annual Reports, Black Students, Board of Education Role, Capital Outlay (for Fixed Assets), *College Desegregation, *College Programs, Educational Assessment, *Educational Finance, Education Courses, Engineering, Engineering Technology, Enrollment Trends, Expenitures, Government School Relationship, Higher Education, Program Evaluation, *Public Colleges, Resource Allocation, *State Boards of Education, *Student Financial Aid Identifiers—*South Carolina Activities of the South Carolina Commission on

Higher Education during the 1986-1987 fiscal year are reported, with attention to scademic programs, student financial aid programs, the state higher education desegregation pian, licensing of nonpublic institutions, the Computer Advisory Committee, coilege facilities, state appropriations for specific colleges and universities. Commission expenditures by function, and capital funds provided by the state government for specific public colleges and universities. The major functions of the Commission are also briefly described. New degree and nondegree programs that were approved from July 1986 through June 1987 are identified by institution. The members of consultant teams that evaluated education programs and programs in engineering technologies are listed, and overviews of the consultants' findings are provided. Associate degree programs that were approved are also identified information is provided on: types of student financial aid, goals of the state desegregation plan and the 1986-1987 budget for the plan, and enrollment of black undergraduates at public institutions. (SW)

ED 291 304

HE 021 171

Doctorate Recipients from United States Universities. Summary Report, 1986.

National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

Spons Agency—Department of Education, Washington, DC., National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date—87

Contract—NSF-SRS-8517008

Note—93p.

Contract—NSF-SRS-8517008
Note—93p.
Available from—Doctorate Records Project, Office
of Scientific and Engineering Personnel, National
Research Council, 2101 Constitution Avenue,
N.W., Washington, DC 20418.
Pub Type—Numerical/Quantitative Data (110)—
Reports - Research (143)—Tests/Questionnaires
(160)

(160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Doctoral Degrees, Employment Patterns, Ethnic Groups, Females, Foreign Nationals, Graduate Study, Higher Education, *Intellectual Disciplines, Majors (Students), Males, Marital Status, National Surveys, Occupational Aspiration, Place of Residence, Questionnaires, Racial Distribution, Specialization, *Student Characteristics, Student Educational Objectives, Student Financial Aid
A statistical and narrative summary of the results

Characteristics, Student Educational Objectives, Student Financial Aid A statistical and narrative summary of the results of the 1985-1986 Survey of Earned Doctorates is presented. Basic information, such as sex, field of study, institution, and year of Ph.D., is presented for study, institution, and year of Ph.D., is presented for study, institution, and year of Ph.D., is presented for place of the study of the complete questionnaire data are included for 29,696 Ph.D. recipients. Research and applied-research doctorates in all fields are covered, excluding degrees such as the M.D., D.D.S, O.D., D.Y.M., and J.D. Tables provide the following information for 1986: number of doctorate recipients by sex and subfield; number of doctorate recipients by sex and summary field; statistical profile of doctorate recipients by according to the statistical profile of doctorate recipients by racial/ethnic group and citizenship status. Also covered are: the number of doctorate recipients by subfield, 1976-1986; demographic trends of doctorate recipients in 30 selected fields, 1958-1986; and trends in postgraduation plans of doctorate recipients in 30 selected fields, 1958-1986. The questionnaire and specialities list are appended. Thirteen tables and ten figures are included. (SW) chided. (SW)

HE 021 172 ED 291 305

ED 291 305
Dectorate Recipients from United States Universities. Summary Report, 1985.
National Academy of Sciences - National Research Council, Washington, D.C. Office of Scientific and Engineering Personnel.
Spons Agency—Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Betheada, Md.; National Science Foundation, Washington, D.C.
Pub Date—86

Pub Date-86 Contract-NSF-SRS-8517008

Note—76p.

Available from—Doctorste Research Project, Office of Scientific and Engineering Personnel, National Research Council, 2101. Constitution Avenue, N.W., Washington, DC 20418.

Pub Type— Numerical Quantitative Data (110)—
Reports - Research (143)— Tests/Questionnaires

Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF61/PC94 Plus Postags.

Descriptors — Doctoral Degrees, Employment Patterns, Ethnic Groups, Females, Foreign Nationals, *Graduate Study, Higher Education, *Intellectual Disciplines, Majors (Students), Males, Marital Status, National Surveys, Occupational Aspiration, Place of Residence, Questionnaires, Racial Distribution, Specialization, *Student Financial Aid A statistical and narrative summary of the results of the 1984-1985 Survey of Earned Doctorates is presented. Basic information, such as sex, field of study, institution, and year of Ph.D., is presented for all of the 31,201 doctorate recipients, while complete questionnaire data are included for 29,517 Ph.D. recipients. Research and applied-research doctorates in all fields are covered, excluding degrees such as the M.D., D.D.S, O.D., D.V.M., and J.D. Tables provide the following information for 1985: number of doctorate recipients by sex and subfield; number of doctorate recipients by sex and subfield; number of doctorate recipients by field of doctorate recipients by sex and summary field; state of doctorate recipients by sex and summary field; state of doctoral institution of doctorate recipients by sex and summary field; state of doctoral institution of doctorate recipients by sex and summary field; state of doctorate recipients by sex field profile of doctorate recipients by sex foreign country group and citizenship status. Information is also provided on the number of doctorate recipients by sex foreign country groupings, the questionnaire, and specialties list. (SW)

Guaranteed Student Loans: Potential Default and Cost Reduction Options. Briefing Report to Congressional Requesters. General Accounting Office, Washington, D.C. Div. of Human Resources. Report No.—GAO-HRD-88-52BR Pub Date—Jan 88 Note—31p.

are Human Resources.
Raport No.—GAO-HRD-88-52BR
Pub Data—Jan 88
Note—31p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (first 5
copies free, additional copies \$2.00 seach; 25% disount on orders for 100 or more copies mailed to
a single address).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC2 Plas Postage.
Descriptors—Accountability, Banking, Change
Strategies, College Role, "College Students,
Compliance (Legal), Credit (Finance), Eigibiisty, Government Role, Government School Relationship, Higher Education, "Loan Repayment,
Program Administration, "Program Costs, Standards, "Student Loan Programs
Identifiers—Department of Education, "Guaranty
Agencies, *Loan Default
Thirty options for reducing guaranteed student
loan defaults and related federal costs are provided
by the General Accounting Office (GAO). The options are presented by groups of program participants: students, schools, lenders, guaranty agencies,
and the Department of Education. These options
include: adopt GAO's past recommendation to increase the loan interest rase of borrowers who feal to complete enrollment periods, delay loan
disbursements to students and schools for some perjuaranty agencies to use the National Student Loan
Data System to verify borrower eligibility; standardize policies for refunding tuition and fees to students
who fail to complete enrollment periods, delay loan
disbursements to students and achools for some perjudants; strengthen enforcement of lender due
diligence standards and assess penalties, for noncomplismot; increase guaranty agencies default risk
or restructure the way in which they share this risk;
enforce the provision requiring that all guaranty
agencies; and adopt recommendations for continuing the Internal Revenue Service income tax refund
offset program for defaulted student loans. (SW)

ED 291 307

HE 021 174

nic Competitiveness. The States Take the

Lean.

Beonomic Policy Inst., Washington, DC.

Spons Agency—Joyce Foundation, Chicago, IL.

Report No.—ISBN-0-944826-00-8 Pub Date—87

Pub Date—87
Note—88p.; Report taken from the author's book,
"The Next Agends: Lessons from the Laboratories of Democracy."
Available from—Boonomic Policy Institute, 1730
Rhode Island Avenue, N.W., Suite 812, Washington, DC 20036 (84.00).

ton, DC 20036 (\$4.00).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Business, Case Studies, Competition, "Economic Development, Employer Employee Relationship, Exports, Financial Policy, "Government Role, Higher Education, Industry, Labor Economics, Labor Force Development, Low Income Groups, Policy Formation, "State Programs, "Technological Advancement, Technology Transfer nology Transfer Identifiers ** Massachusetts, Michigan, *Pennsyl-

Identifiers—"Massachusetts, Michigan, "Pennsylvania
New economic strategies used by states are described, and case studies of the recent innovations in economic development policies of Massachusetts, Pennsylvania, and Michigan are presented. A number of programs in other states are briefly reviewed, and various models of state intervention are evaluated, along with the principles that underfile successful programs. Some questions raised by the economic activism of U.S. governors and state legislators are addressed. Lessons from the recent experimentation in state economic development policy are considered, along with the implications for federal policy of this expansion of state government's role in the economy. Appended are a glosary of acronyms and a chart that specifies types of competitiveness programs used in these three states. Specific programs are identified under the following categories: programs to stimulate technological innovation, capital programs, programs to help new and small businesses, technology transfer programs, labor-management cooperation programs, education and training programs, export programs, programs to bring the poor into the growth process, and the principles of effective economic development. (SW)

ED 291 308

ED 291 308 HE 021 175 Looking to California's Pacific Neighborhood: Roles for Higher Education. A Report to the Governor and Legislature in Response to Assem-bly Concurrent Resolution 82 (1996). California State Postsecondary Education Commi cation Commis

sion, Sacras

Report No.—CPEC-87-24 Pub Date—Jun 87

Pub Date—Jun 87
Note—34p.
Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
Pub Type—Legal/Legislative/Regulatory Materials (990) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Area Studies, "College Programs, Communicative Competence (Languages), Educational Resources, Government School Relationship, Higher Education, "International Education, Education, Statewide Flanning Identifiers—"California, "Pacific Rim Ten programs at California colleges and universi-

ternational Educational Exchange, *Statewide Planning Identifiers—*California, *Pacific Rim
Ten programs at California colleges and universities that focus on the Pacific Rim and Basin are discussed, along with the state's needs for additional activities regarding this area, and five statewide policy issues raised by three California Postsecondary Education Commission reports. The Pacific Rim includes those lands with actual coastline on the ocean or subsections of the ocean such as the South China Sea. Ten Pacific Rim programs in California International Studies Project, Oxnard World Trade Institute, Stanford International Development Education committee, and the Monterey Institute of International Studies. Three reports of the Commission are reviewed in terms of the state's need for academic resources. Areas of need include: specialists in the Pacific Rim, interchange among achoiars, changes in curricular programs, exchange programs and instruction abroad, exchange of information via improved computer systems, and a Pacific Rim studies center. Additional issues of on via improved computer systems, and a Pa-Rim studies center. Additional issues of

concern include foreign language competence. Ap-pended is the text of Assembly Concurrent Resolu-tion 82 (1986) concerning international studies. (SW)

ED 291 309 HE 021 176 Supplemental Report on Academic Salaries, 1986-87. A Report to the Governor and Legisla-ture in Response to Senate Concurrent Resolu-tion No. 51 (1965) and Subsequent Postsecondary Salary Legislation. California State Postsecondary Education Commis-

sion, Sacramento.

Report No.—CPEC-87-36

Pub Date—Sep 87

Note—51p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Numerical (Quantitative Data (110)—Reports - Descriptive (141)—Legal/Legislative/Regulatory Materials (990)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Rank (Professional), Administrators, "College Faculty," Community Colleges, Comparative Analysis, "Compensation (Remuneration), Higher Education, Medical School Faculty, Peer Institutions, Public Colleges, State Legislation, "State Universities, "Teacher Salaries

State Legislation, *State Universities, *Teacher Salaries
Identifiers—California Community Colleges, *California State University, *University of California State University, and the California Community colleges are reported and compared to those of peer institutions. Salaries of 18 campus-based administrators at the universities are also covered, along with comparison institution data for the campus-based positions. In addition, data on compensation received by faculty physicians at the University of California and its comparison institutions are presented. Average faculty salary data for 1986-1987 for the universities and comparison institutions are provided by academic rank, including 5-year percentage rate of change. Data are also provided for the California community colleges with the highest mean salaries among reported districts, as well as for the 10 lowest paying districts for 197, 1979, 1981, 1983, 1985, and 1986. Cost of living adjustments granted to regular and contract community college faculty are also reported by district for 1984 to 1986. Appended is information on compensation plans for medical school clinical faculty. (SW)

ED 291 310 Pinal Approval of San Diego State University's Proposal to Construct a North County Center. A Report to the Governor and Legislature Supple-menting the Commission's February 1987 Condimenting the Commission's February 1987 Condi-tional Approval of the Center. California State Postsecondary Education Commis-

sion, Sacramento. Report No.—CPEC-87-40 Pub Date—Nov 87

Pub Date—Nov 87
Note—14p.
Note—14p.
Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
Pub Type—Reports - Descriptive (141) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Ancillary School Services, College Programs, Disadvantaged, Educational Planning, "Enrollment Projections, Higher Education, Master Plans, "Multicampus Colleges Of Campus Facilities, "Satellite Facilities, "State Universities, "Upper Division Colleges (Hentifers—New Colleges, "San Diego State University CA

dentifiers—New Colleges
Identifiers—New Colleges, *San Diego State University CA
A plan to establish an upper-division and graduate
off-campus center of San Diego State University in
the City of San Marcos is presented to the California
Postsecondary Education Commission. Attention is
directed to: revised enrollment projections, an academic master plan, a student services plan, and a
plan for serving disadvantaged students. The academic master plan calls for the introduction of 19
new degree programs between 1987 and 1998 in
addition to the 8 currently offered in the leased
facility. Enrollments are expected to grow from the
current level of 500 full-time equivalent students in
1987-1988 to 1,700 in 1992-1993. The proposed
programs provide a core curriculum plus other majors, such as education, business administration, and

computer science. Full testing services will be of-fered as well as student orientation programs. Out-reach and recruitment services for traditionally underrepresented groups in the area will be under-taken. Other services will include career develop-ment services, an educational opportunity program, services for disabled students, psychological ser-vices, and some student health services. Steps are being taken to provide easy access to the site by sutomobile and public transportation. (SW)

D 291 311
Allifornia College-Going Rates, 1986 Update. The Testh is a Series of Reports on New Freshmen Eurolineant at California's Colleges and Universities by Recent Graduates of California High Schools.

California State Postsecondary Education Commis-

sion, Sacramento. rt No.--CPEC-87-38 Pub Date—Sep 87

Report No.—CPBC-87-38
Psb Date—Sep 87
Note—72p.
Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
Psb Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MP01/PO3 Plus Postage.
Descriptors—American Indians, Asian Americans,
Black Students, *College Attendance, *College
Bound Students, Community Colleges, *Enrollment Trends, Ethnic Groups, Females, Filiptino
Americans, *Geographic Distribution, Higher
Education, High School Graduates, Hispanic
Americans, Males, Minority Groups, Private Colleges, *Public Colleges, Racial Distribution, State
Surveys, State Universities, White Students
Identifiers—*California
Trends in college-going rates in California since
1974 are reported for the three public segments of
Californis higher education. Also considered are
trends in enrollment by counties and changes in the
ethnicity of first-time freshmen compared with that
of high school graduates. Statewide college-going
rates for high achool graduates during 1974-1986
are presented for the University of California, the
California State University, the California, the
reported for six ethnic groups (daisa, Filipino. California State University, the California community colleges, and the private colleges. Enrollments are reported for six ethnic groups (Asian, Filipino, Hispanic, Black, American Indian, and White). The data indicate that the college-going rates for both the University of California and the California State University increased from fall 1985 to fall 1986 to their highest levels for the 13-year period. Community college and private college rates also increased between 1985 and 1986 but did not exceed rates for years in the late 1970s. Notable gains in representation of ethnic minorities continue to be made by Asian high school graduates, particularly in their centrollment as freshmen in the University of California and the California State University. (SW)

ED 291 312 HE 021 179 Major Gains and Losses. Part Two. A Staff Report on Shifts since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities. Commission Report 87-26.
California State Postsecondary Education Commis-

pert 87-26.
California State Postsecondary Education Commission, Sacramento.
Pub Date—Sep 87
Note—110p., For Part One, see ED 235 728.
Available from—California Postsecondary Education Commission, 1020 Twelth Street, Third Floor, Sacramento, CA 95814-3985.
Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MPDI/PCUS Plus Postage.
Descriptora—Bachelors Degrees, College Programs, Degrees (Academic), *Doctoral Degrees, Enrollment Trends, Females, Foreign Students, Higher Education, Intellectual Disciplines, *Majors (Students), Males, *Masters Degrees, Minority Groups, Nontraditional Occupations, *State Universities, Student Characteristics, Trend Analysis
Identifiers—California, *California State University, *University of Californis and Californis State University, Included are: changes in the number of degrees awarded from 1976-1977 through 1985-1986; the numbers of degrees awarded and percentage changes in specific majors; and changes in men's and women's interests and the increase of women in RIE JUL 1988

historically male-dominated specialties and similar data for ethnic minority and foreign students. Detailed descriptions of changes in student degree patterns for 1976-1977 and 1980-1981 and for 1981-1982 and 1985-1986 are reported by discipline, sex, ethnicity, and resident status for both the public universities. Appended are detailed graphic displays for each 5-year period and information on gains and losses for each discipline for men and women, minority and majority students, and resident and foreign students. Findings include: from 1976 to 1985, the number of bachelor's and doctoral degrees increased by 3.5% and 4.7%, respectively, while the number of matter's degrees declined by 5.7%; and enrollments shifted away from programs in the humanities, letters, and social sciences and into business, computer science, and engineering. (SW)

ED 291 313

Institutional Reports on Pacific Rim Programs.
Submissions by the California Community Colieges, the California State University, and the
University of California in Response to Assembly
Concurrent Resolution 82 (1986). Commission
Report 87-25.
California State Postsecondary Education Commission. Sacramento.

sion, Sacramento. Pub Date-Jun 87

Note—323p.; For a related document, see HE 021 175. Portions of attachments contain marginally

Pub Date—Jun 87
Note—329; For a related document, see HE 021
175. Portions of attachments contain marginally legible print.
Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MP01/PC13 Plus Postage.
Descriptors—Area Studies, *College Programs, College Role, College Second Language Programs, *Community Colleges, Cultural Education, Foreign Countries, *Geographic Regions, Higher Education, Information Systems, International Educational Exchange, Resource Centers, Specialization, *State Universities, Study Abroad
Identifiers—*California, California Community Colleges, California State University, *Pacific Rim, University of California State University, the University of California, and the California community colleges consider their roles in the Pacific Rim region. The Pacific Rim includes all lands with at least a portion of their coastlines fronting on the Pacific Ocean. Of concern are: the need for changes in program offerings and exchange programs, the need for Pacific Rim specialists, the need for exchanges between scholars, the need for changes in program offerings and exchange programs, the need for California State University concern: internationalization of the curriculum, language and culture, internationalization of the business curriculum, student internations in Pacific Rim concern internationalization of the business curriculum, student internations from the Pacific Rim, foreign students from the Pacific Rim, and international internationalization of the business curriculum, student internations from the Pacific Rim, foreign students from the Pacific Rim, and international of the curriculum, language and culture, international advantage and care studies; and education abroad centers and programs being developed by the University of California. (SW)

ED 291 314 HE 021 181

The Association of Collegiste Alumane, 1880-19:
Progressivism, College Women and the Proble of "Woman's Nature".
Pub Date—Mar 86
Note—20th Paper, presented at the Annual Co.

Pub Date—Mar 36 Note—20p.; Paper presented at the Annual Confer-ence of the National Association of Women Deans, Administrators, and Counselors (Denver, CO, March 19-21, 1986).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) — Historical Materials

(060) EDRS Price - MF01/PC01 Plus Postage. Descriptors—"Alumni, "College Graduates, "Edu-cational History, "Females, Higher Education, "National Organizations, Sex Role, "Social Atti-

tudes
Hentifiers—*Association of Collegiate Alumnae
The history of the Association of Collegiate
dumnae (ACA) is examined. ACA is the parent
rganization of the American Association of Uni-

Wersity Women and the National Association of Women Deans and Counselors. ACA played a crucial bridging role in the history of higher education for women by simultaneously supporting conventional and radical ideas about "woman's nature." The organization was able to contain these seeming contradictions due to a deeply rooted commitment to Progressivism. Progressives shared a set of beliefs about morality, education, and government peculiar to the late nineteenth and early twentieth centuries. This combination of ideas encouraged and crucially shaped the work of the ACA. The demise of the ACA coincided with the serious erosion of the effectiveness of Progressive ideas. Members of the Association contributed through both their activities and their scholarship to a reassessment of the nature and proper social role of women, a reassessment which, though it finally split the ACA, could not have proceeded at all without the original combination of Progressive concerns. (Author/SW)

HE 021 182 EAU 291 315

Schlachter, Gail Ann Weber, R. David
Financial Aid for Veteraus, Military Personnel,
and Their Dependents, 1988-1989.

Report No.—ISBN-0-918276-07-1

Pub Date—88

Pub Date—88
Note—225p.
Available from—Reference Service Press, 10 Twin
Dolphin Drive, Suite B-308, Redwood City, CA
94065 (\$32.50).
Pub Type—Reference Materials - Bibliographies
(131) — Reference Materials - Directories/Cata-

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132) Available from EDRS.

Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, "College Students, "Dependents, Donors, Eligibility, Federal Aid, Fellowahips, Grants, Higher Education, "High School Students, Information Sources, Internship Programs, "Military Personnel, Private Financial Support, Program Descriptions, Scholarships, State Aid, "Student Financial Aid, Student Loan Programs, "Veterans A directory of scholarships, fellowships, loans, awards, grants-in-aid, and internships designed for veterans, military personnel, and their dependents is presented. The aid programs over applicants from high school to postdoctoral levels for programs involving research, travel, education, training, career development, or emergency situations. Each listing provides information on the purpose of thus offered, expenses to which funds may be applied, cash-related benefits supplied, period for which support is provided, number of recipients per year, the deadline, and the sponsoring agency address and telephone number. State sources of information on educational benefits for residents are identified bytpe of support (state financial aid and guaranteed student loan programs). An annotated listing of 75 key directories provides information on additional sources of financial aid. Included are indexes for program title, sponsoring agency, geographic location, subject, and calendar that enable the reader to program title, sponsoring agency, geographic loca-tion, subject, and calendar that enable the reader to locate particular financial aid programs or types of aid; programs sponsored by a particular agency; pro-grams open to residents of a particular state, city, or county; and programs by subject area. (SW)

HE 021 183 ED 291 316

ED 291 316

Schlachter, Gail Ann Goldstein, Sandru E
Directory of Financial Aids for Women,
1987-1988.

Report No.—ISBN-0-918276-06-3

Pub Date—87

Note—425p.
Available from—Reference Service Press, 10 Twin
Dolphin Drive, Suite B-308, Redwood City, CA
94065 (339.95).
Pub Type— Reference Materials - Bibliographies
(131) — Reference Materials - Directories/Cataloss (132)

(131) — Reference Materials - Directories/Catalogs (132)
Decument Not Available from EDRS.
Descriptors—Annotated Bibliographies, *College Students, Donors, Eligibility, Federal Aid, Felowships, *Females, Grants, Higher Education, *High School Students, Information Sources, Internship Programs, Frivate Financial Suproc, Program Descriptions, Scholarships, State Aid, *Student Financial Aid, Student Loan Programs Information on financial aid programs for women is presented that covers scholarships, fellowships, loans, grants, awards, and internships. Profiles of programs reflect operations in 1987-1988. A total of 1,713 references/cross-references identify aid programs designed primarily or exclusively for women.

Program sponsors include government, professional organizations, corporations, sororities/fratarnities, foundations, religious groups, and educational associations. Women from high school through postdoctoral levels are eligible to apply for aid for sibucational, research, travel, training, career development, or innovative effort. The focus is on programs open to American citizens or tenable in the United States. State sources of information on educational benefits for residents are identified by type of support (state financial aid and guaranteed student loan programs). An amotated list of 75 key directories published in 1980 or later that both sexes can use to locate additional sources of financial aid is included, along with indexes of program title; eligibility by geographic location (city, state, county, country, or continent); subject; and filing date. (SW)

HE 021 198 ED 291 317

ED 291 317

ED 291 317

ED 291 317

HE 021 198

Bryant, Paul T.

Graduate Recruiting: New Wine in Old Bottles.
Pub Dats—Dec 87

Note—10p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (Washington, DC, December 1-4, 1987).
Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF91/PO1 Plus Postage.
Descriptors—Departments, Educational Responsibility, "Graduate Students, Graduate Study, Higher Education, Student College Relationship, "Student Recruitment
Perspectives concerning the recruitment of graduate students are offered, with attention to the size and resources of the department and the school, faculty involvement in recruitment efforts, pools of digible prospects, and obligations to students. Factors affecting upper and lower limits to graduate enrollment are identified, including the number of faculty available for graduate advaing. Graduate student recruiting should be coordinated through the graduate school office for a number of reasons, including the effectiveness of combining or coordinating recruitment efforts in closely related fields.

General recruiting efforts must be supplemented by work at the departmental or program level. Faculty work at the departmental or program level. Faculty work at the departmental or program level. Faculty members can refer students to graduate departments at other schools and can tap potential graduate students from the pool of public school teachers, practicing professionals, and companies. Alumni are another recruitment resource; successful alumni from the program is a persuasive advocate. Applicant pools include undergraduates at the institution and from other institutions and professional groups outside the college. When a focus of recruitment is women, minorities, or foreign students, adequate services should be available to retain them. (SW)

ED 291 318

BEX Jumes L.

Collegiality and Bureaucracy in the Modern University: The Influence of Information and Power on Decision Making Structures.

Report No.—ISBN-0-8077-2868-3

Pub Date—88

Note—197p.

Available from—Teachers College Press, 1243 An

Pub Date—88
Note—187p.
Note—187p.
Available from—Teachers College Press, 1243 Amsterdam Avesue, New York, NY 10027 (329.95).
Pub Type—Books (010) — Opinion Papers (120)
Decument Not Available from EDRS.
Descriptors—College Administration, College Faculty, "Decision Making, "Higher Education, Institutional Environment, Knowledge Level, "Organizational Climate, "Participative Decision Making, "Power Structure, Teacher Attitudes Identifiers—"Collegishity
The abstract and complex nature of decision-making processes and structure in colleges and universities is discussed from the perspective of organizational behavior theory developed in the industrial sector. After an introductory discussion of the history of organizational problems in higher education, the two main sections of the book are presented, dealing respectively with (1) organizational influences on decision-making, and (2) individual perceptions of decision-making, and (2) individual perceptions of decision-making, and (2) individual perceptions of collegishity; and the dispersion of authority, Part 2 discusses the following: a framework for analysis; authority structures and vertical information flow, inter-unit coordination, power, and collegishity; and the dispersion of authority, Part 2 discusses the following: a framework for faculty perceptions of administrator effectiveness; and the influence of personal characteristics on faculty perspectives of power and authority. A consciluding section on institutional governance and

individual responsibility notes that in contrast to some notions in the current literature on organization in academe, there is really only one decision-making structure, with different parts employed as the contingencies of organizational decision-making demand. The different parts are esponses to pressures existing in all kinds of organizations. A sugiect index is included, and 345 references are provided. (SM)

ED 291 319 HE 021 200

Ed. 291 319

Educating Men and Women Together. Coeducation in a Changing World. Based on essays presented at the Oberlin College Sesquicentesnial Coeducation Conference (Oberlin, Ohio, March 11-13, 1982). 1983).

Report No.—ISBN-0-252-02346-8 Pub Date—May 87

Pub Date—may
Note—173p.
Note—173p.
Available from—University of Illinois Press, 54
East Gregory Drive, Champaign, IL 61820

East Gregory Drive, Champaign, IL 61820 (\$18.95).

Pub Type—Books (010) — Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Civil Rights, *Coeducation, *Educational History, *Equal Education, Essays, Higher Education, Males, Sex Bias, Sex Differences, *Single Sex Colleges, Social Change, *Womens Rducation

tional History, "Equal Education, Isaaya, Higher Education, Males, Sex Bias, Sex Differences, "Single Sex Colleges, Social Change, "Womens Education Identifiers—"Oberlin College OH Twelve essays by contemporary scholars explore, from a historical perspective, the meaning of collegiate coeducation in the United States, including its value, utility, significance, and successes and failures in supplying equal education for both sexes. An introductory first section contains the essay "Coeducation in a Gender-Stratified Society" by Alice S. Rossi. Part two, on what a woman should learn, includes: "Nothing Useless or Absurd or Fantsatical": The Education of Women in the Early Republic" (Linda K. Kerber), and "From Republican Motherhood to Race Suicide: Arguments on the Higher Education of Women in the United States, 1820-1920" (Patricia A. Palmieri). Part three on creating the coeducational model as Oberlin College (Oberlin, Ohio) includes: "The 'Joint Education of the Sexes'. Oberlin's Original Vision" (Lori D. Gintberg): "The Oberlin Model and Its Impact on Other Colleges" (Barbara Miller Solomon); and "Coeducation or Women's Education: A Comparison of Alumnase from Two Colleges, 1934-79; (Janet Zollinger Giele). Gender, race, and discrimination are considered in part four containing: "The Classroom Climate: Still a Chilly One for Women' (Bernsice Resnick Sandler); "College Men: Gender Roles in Transition" (Mirra Komarovsky); "How Equal is Equal Education: Race, Clasa, and Gender' (Margaret B. Wilkerson); and "The Issue of Sexual Preference on College Campuses: Retrospect and Prospect" (John D'Emilio). The final section on the future contains "New Consciousness, Old Institutions, and the Need for Reconciliation," by Catherine Stimpson. References follow each essay. An index is provided. (SM)

ED 291 320

Wilbur, Franklin P. And Others
School-College Partnerships-A Look at the Major
National Models.
American Association for Higher Education, Washington, D.C.; National Association of Secondary
School Principals, Reston, Va.; Syracuse Univ., N.Y.

N.Y.

Report No.—ISBN-0-88210-206-0

Pub Date—88

Note—65p.

Avsilable from—National Association of Secondary School Principals, 1904 Association Drive,
Reston, VA 22091 (\$6.50, 10-24 copies, 20% discount; 25-99 copies, 30% discount; 100 or more
copies, 35% discount).

Pub Type— Reports - Descriptive (141) —
Tests/Questionnaires (160) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors— *Acceleration (Education), Ad-vanced Placement, *Articulation (Education), "College School Cooperation, Consortia, Cooper-ative Programs, Disadvantaged, Educational As-sessment, Educational Research, Faculty Development, *Gifted, Higher Education, *High Risk Students, Inservice Teacher Education, Migh-nority Groups, Models, Questionnaires, School

Business Relationship, Shared Resources and Services, *Teacher Improvement, Writing Improve-

vices, "Teacher Improvement, Writing Improvement
Descriptions of school-college partnership efforts are presented, and 11 ways that schools and colleges can work together to benefit high school students are identified for school principals. The information was obtained in 1986 via the National Survey of School-College Partnerships, a copy of which is appended. Approximately 85 programs are described and high school and college contact persons are identified. The programs are grouped under the following categories: inservice education/faculty development/academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and "at-risk" students; gifted and talented students; articulation programs; research on teaching and learning; adopt-a-school; consortia; coordination of collaborative activities; national writing project; and miscellaneous cooperative programs. (SW)

ED 291 321 HE 021 202

ED 291 321 HE 021 202
Abraham Ansley A., Jr.
Readiness for College: Should There Be Statewide
Placement Standards?
Southern Regional Education Board, Atlanta, Ga.
Pub Date—87
Note—26p.
Available from—Southern Regional Education
Board, 592 Tenth Street, N.W., 30318-5790
(34.00).

Board, 592 Tenth Street, N.W., 30318-5790 (\$4.00).
Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Basic Skills, College English, *College Students, *Educational Testing, Geographic Regions, Higher Education, Mathematics Tests, Readiness, Reading Tests, Remedial Programs, *Screening Tests, *State Standards, *Student Placement, Writing Skills
Identifiers—"Southern Regional Education Board, United States (South)
Standards and assessments used by Southern Regional Education Board (SREB) states to place students in either regular college-level courses or remedial/developmental courses were investigated. Questionnaires were sent to 489 two-year and four-year institutions, of which 404 responded. Information was collected on the specific assessments (tests) used and the scores required to place students in either the regular or remedial/developmental courses. These data were compiled for each of the 15 SREB member states in the curricular areas of reading, writing, and mathematics. The SREB states used almost 100 tests in reading, writing, and mathematics. The SREB states used almost 100 tests in reading, writing, and mathematics, and seven in writing. While 121 institutions used the Nelson Denny Reading, eight in mathematics, and seven in writing. While 121 institutions used the Nelson Denny Reading Test, 72 used the American College Testing English Subtest. However, some individual tests were used by only one institution. Twelve of the 15 SREB states did not have official state policies to govern placement testing at the college level. Differences in low and high cut-off scores state policies to govern placement testing at the col-lege level. Differences in low and high cut-off scores made it difficult to determine what, if any, consen-sus there might be for beginning degree-credit work.

ED 291 322 HE 021 203 ED 291 322

HE 021 203

Staff Report on Rising College Costs. Prepared for the Subcommittee on Postsecondary Education of the Committee on Education and Labor.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Dec 87

Note—37p.; Serial No. 100-S. Report was not officially adopted by the Committee on Education and Labor or the Subcommittee on Postsecondary Education and may not therefore necessarily reducation and may not therefore necessarily re-

and Labor or the Subcommittee on Education and Labor or the Subcommittee on Postsecondary Education and may not therefore necessarily reflected the views of its members. Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402. Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgets, "College Attendance, College Students, Disadvantaged, "Financial Policy, Hearings, Higher Education, Local Government, Minority Groups, Noninstructional Student Costs, Frivate Colleges, Proprietary Schools, Public Colleges, "Public Policy, State Aid, "Student Costs, Student Financial Aid, "Tuition, Two Year Colleges The rising cost of attending college is addressed in

RIE JUL 1988

a staff summary of hearings held in 1987 by the House of Representatives. The report is endorsed by Augustus F. Hawkins, Chairman of the Committee on Education and Labor. Witnesses included higher education researchers, college presidents, and students. The difference between cost and price in higher education is addressed, along with reasons that college costs are rising faster than inflation. Data are provided on the national average cost of college mean tuition frees and total budgets for resident students living in institutional housing for 1964-1988 for public and private two-year and four-year institutions and for proprietary schools. Information is also provided on the contribution of state and local governments to public and private institutions. Changes in the Higher Education Price Index between 1960 and 1986 are documented. A majority of witnesses testified that the greatest factor affecting tuition increases reflected changes in student financial assistance policies at the federal, state, and institutional level. Many of the witnesses expressed concern for the impact higher tuition rates will have on students from minority or disadvantaged backgrounds. The testimony indicated that decisions by colleges to increase tuition appear to be in response to rising costs of operating the college. (SW)

ED 291 323 HE 021 204

Cilliers, H. Muller, J. F. ndium of Evaluations of South African and ign Educational Qualifications. a Sciences Research Council, Pretoria (South

Africa).

Report No.—ISBN-0-7969-0506-1

Pub Date—87

Note—106p.

Available from—Human Sciences Research Council, Private Bag X41, 0001 Pretoria, South Africa.

Pub Type—Reference Materials - Directories/Catalogs (128)

Pub Type—Reterence Matternas "Direction of Cas-alogs (132 MF01/PC05 Pins Postage. Descriptors—"Comparative Education, "Degrees (Academic), Educational Background, "Educa-tional Certificates, Foreign Countries, Foreign Students, Higher Education, "Standards Identifiers—"Foreign Educational Credentials,

"South Africa
Evaluations of educational qualifications for the
Republic of South Africa (RSA) and 31 foreign
countries are presented. Information is provided on
criteria for evaluating educational qualifications and
evaluation certificates and other services provided
by the Centre for Evaluation of Educational Qualifications. Evaluations for each country indicate the
equivalent certificate or standard in the RSA. Included, for each country, are data on school certificates; and craft tertiary, technician, university, and
other types of training. In some cases university
raining is subdivided according to the degrees
granted. For some countries, certificates offered by
the armed services and specific educational institutions are covered, along with standards for specific
subjects. (SW)

HE 021 205 ED 291 324

ED 291 324 HE 021 205
Whitley, Evangeline L.
Assessing Governance Alternatives for University-Owned Public Teaching Hospitals.
Southern Regional Education Board, Atlanta, Ga.
Pub Date—88
Note—41p.
Available from—Southern Regional Education
Board, 592 Tenth Street NW, Atlanta, GA
30318-5790 (55.00)

30318-5790 (\$5.00).

Board, 592 Tenth Street NW, Atlanta, GA 30318-5790 (35.00). Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (053) — Descriptore - MP01/PC02 Plus Postage. Descriptors—Administration, Allied Health Occupations Education, Evaluation Methods, "Governance, Higher Education, Hospitals, Item Sampling, "Policy Formation, Program Evaluation, Teaching Hospitals The governance options matrix is provided to offer a way for state and university policymakers to examine the functioning environments of specific university-owned public teaching hospitals. With it, they can consider the benefits and problems involved with different options for governance. The issues related to the environmental factors affecting teaching hospitals are discussed along with how the assessment of the governance options could affect a hospital's teaching, research, service, and operation. The matrix on governance options for university-owned public teaching hospitals was developed by a small task group specifically to help policymak-RIE JUL 1988

ers define the short- and long-term impact of various government models on the functions of the hospitals. It was made to identity important issues for consideration at the legislative, state, or institutional level. Sixteen questions the policymakers must consider are listed and discussed, and it is further noted that for each of these questions, three basic areas should be explored as a first step, i.e.: Does the issue affect the teaching hospital and its mission? How important is the issue? Would a change in the location of the decision alter the actual decision? With this matrix, all parties affected by or interested in the governance can provide input, and the objectivity of decision makers is increased. Areas affected by the governance structure include quality patient care services, enhanced education and research, and organizational administration. A copy of the matrix with instructions for its use is provided. (SM)

ED 291 325 HE 021 206

McPheeters, Harold L. Costs and Funding of University Health Profes-sions Programs. Southern Regional Education Board, Atlanta, Ga.

Pub Date-8

Note—73p.

Available from—Southern Regional Education
Board, 502 Tenth Street NW, Atlanta, GA

Board, 502 Tenth Street NW, Atlants, GA 30318-5790 (\$4.00).

Pub Type— Reports - General (140) — Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postags.
Descriptors— Allied Health Occupations Education, Clinics, "Educational Economics, "Educational Finance, Graduate Medical Education, "Health Occupations, Higher Education, Medical Research, Medical School Faculty, "Medical Schools, "Program Costs, State Aid, Teaching Hospitals"

Schools, "Program Costs, State Aid, Teaching Hospitals (Identifiers—Southern Regional Education Board, United States (South)

Health professions education is a costly and complex aspect of higher education, and its components and functions are different from those of the rest of higher education. This report offers information on the various functions, costs, and funding sources of academic health centers. Because it is difficult for state health policy leaders to determine precise funding requirements, academic health center funding is often by lump sum appropriation with any decrements or increments fairly unrelated to the real work loads and costs. Therefore, policy leaders must understand the functions, costs, and funding involved in academic health centers. These centers are responsible for teaching, research, and service, and costs vary according to their emphasis. Cost and funding are affected by variations include sponsorship, size, location, mission, and relationship with parent universities, clinical training sites, and clinical faculty. Points for policy leaders to consider in comparing costs and funding patterns between health professions schools include specific missions, patterns, and procedures of each school. This document includes a one-page account for the academic health centers/medical schools in each of the 15 Southern Regional Education Board states with information on history, location, objectives, sponsorship, and enrollment. (SM)

HE 021 207 PAR OSE THOMSON, Craig Theodoxin, Ernest Thomson, Craig Performance Indicators: Theory and Practice. Coombe Lodge Report Volume 20, Number 1. Purther Education Staff Coll., Blagdon (England). Pub Date—87

Pub Date—87
Note—70p.
Available from—Purther Education Staff College,
Coombe Lodge, Blagdon, Bristol BS18 6RG, Engiand (5 pounds).
Journal Cit—Coombe Lodge Report; v20 n1 1987
Pub Type—Collected Works - Serials (022)—Reports - Evaluative (142) — Reports - Research

(143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, College Students,
National Surveys, Observation, Performance,
"Performance Factors, Postsecondary Education,
"Quality Control, Questionnaires, "School Business Relationship, Student Attitudes
Identifiers—England (Bristol)
Two papers on performance indicators are presented: (1) "Quality Control in Education: The Use
of Performance Indicators," by Ernest Theodossin,

and (2) "Developing and Using a Performance Indicator Instrument," by Theodossin and Craig Thomson. The first paper looks at the relationship between colleges and the manufacturing industry and service industries in terms of quality control and lists the activities involved in service industries interest of quality control. Such a system for educational organizations requires an understanding of the perceptual differences between the client (students and employers) and provider (managers). Some of the performance indicators defineated are provider performance indicators of efficiency, provider performance indicators of efficiency, provider performance indicators of efficiency, provider performance indicators of efficiency. The advantages and limitations of performance indicators are listed. The management accountability process involves gathering, analyzing, and interpreting data as well as obtaining more data and acting on it all. Managers must use performance indicators to note possible problem areas. The second report reviews a national survey of 2500 college students on client satisfaction. It analyzes the data from the Responsive College Programme in terms of creating a performance indicator instrument. Tables showing the statistics from the survey are included along with an appendix that provides a general description of the questionnaire. (SM)

HE 021 219 ED 291 327 Cass, James Birnbaum, Max Comparative Guide to American Colleges. For Students, Parents, and Counselors. Thirteenth

Report No.—ISBN-0-06-463725-5 Pub Date—87 Note—777p. Available from—U

Pub Date—87
Note—777p.
Note—777p.
Available from—Harper & Row, Publishers, Inc., 10
Available from—Harper & Row, Publishers, Inc., 10
East 53rd Street, New York, NY 10022 (315.95).
Pub Type—Reference Materials—Directories/Catalogs (132) — Books (010)
Document Not Available from EDRS.
Descriptors—Admission Criteria, Chaurch Related
Colleges, "College Bound Students, "College
Environment, Higher Education, "Institutional
Characteristics, Majors (Students), Selective Colleges, "Student Characteristics, Tuition
A guide to U.S. colleges is presented for high school juniors and seniors, parents, and counselors.
Information on each college includes full-time and
part-time enrollments, the nature of the institution
controlling the college, and the founding date. The
description of the college covers admission, the academic environment, the nature of the student-body, religious orientation of the school, and campus life.
A selectivity index categorizes colleges according to
the scademic potential of the students and suggests
the difficulty a student may have in being accepted
by a particular college and the academic competition that the student will meet. For each college,
data are provided on average scores on the Scholass
ic Aptitude Test and the American College Testing
program. Information is also presented on: pursuits
of sraduates of each institution; the broad fields in tic Aptitude Test and the American College Testing program. Information is also presented on: pursuits of graduates of each institution; the broad fields in which recent graduates have majored and the percentage of majors in each field; a list of each college that conferred degrees in specific major fields; the geographical, racial, and religious composition of the student body; and annual student costs. A state index for each college includes selectivity ratings, and a final index lists colleges by religious affiliation. (SW)

HE 021 225 ED 291 328

East, James R.
Teaching on Weekends and in Shopping Centers. A
Guide for Colleges and Universities.
Indiana Univ.-Purdue Univ., Indianapolis.

Pub Date-88

Pub Date—88
Note—179p.
Available from—Indians University-Purdue University at Indianapolis Bookstores, Campus Services Building No. 4, 1830 W. 16th Street, Indianapolis, IN 46202 (325.00).
Pub Type—Reference Materials—Bibliographies (131)—Reference Materials—Directories/Catalogs (132)—

(131) — Reference Materials - Directones/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— College Programs, *Credit Courses, *Extension Education, Higher Education, School Business Relationship, *Weekend Programs Identifiers—Canada, *Shopping Centers, United

A directory of 233 weekend and 30 shopping cen-

ter programs in the United States and Canada is presented, along with a general discussion of these types of programs and an annotated bibliography. The listing for each program includes: the institucion's name, address, and contact person; the funding sources; the date the program was started; the name of the program; types of courses/degree programs; fall 1986 headcount enrollment; cost; and academic calendar. The general discussion covers the history of these types of programs; curriculum/degree programs offered; information on six model weekend programs and four shopping center programs; advantages of shopping center programs for students, retailers, colleges, and faculty; and marketing and promotion strategies. The annotated bibliography identifies approximately 90 articles, books, and reports relative to teaching on weekends and in shopping centers. A geographic listing of institutions and an institution index are included(SW)

HE 021 226 Public and Private Sectors in Asian Higher Educa-tion Systems: Issues and Prospects. Reports from the International Seminar on Higher Edu-cation in Asia (3rd, Hiroshima, Japan, 1987). Hiroshima Univ. (Japan). Research Inst. for Higher Education in Asia (3rd, Hiroshima, Japan, 1987).

Spons Agency—Ministry of Education, Science, and Culture, Tokyo (Japan); United Nations Ed-ucational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Educa-tion in Asia and the Pacific. Pub Date—Nov 87

Pub Date—Nov 87
Note—110p.

Available from—Research Institute for Higher Education, Hiroshima University, Higashisenda-machi, Naka-ku, Hiroshima City, Japan 730.

Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptore (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Comparative Education, "Education,"

Reports - Descriptive (1432)

BORS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Comparative Education, "Educational Policy. Financial Support, Foreign Countries, Government School Relationship, "Higher Education, "Private Colleges, "Public Colleges (1432)

Identifiers—"Asia, China, Indonesia, "Japan, Korca, Fhilippines, Thailand The roles of public and private sectors of higher education in Asia and relationships to national systems are explored in reports from the Third International Seminar on Higher Education in Asia. The focus was China, Indonesia, Korca, the Philippines, Japan, and Thailand. Patterns by which national systems of higher education are differentiated between public and private sectors are compared, and alternative forms of provision and support for higher education are examined. Policy implications for higher education in these Asian countries are also addressed. Seminar paper titles and authors are as follows: "Key-Note Report by the Research Institute for Higher Education" (Kazvyuki Kitamura); "Patterns of Public-Private Differentiation in Higher Education: An International Comparison" (Robert Geiger); "Public and Private Sectors in Japanese Higher Education" (Motohias Kaneko); "Public and Private Sectors in Japanese Higher Education" (Motohias Kaneko); "Public and Private Sectors in Indonesian Higher Education" (Valido and Private Sectors in Thai Higher Education" (Palito on Sinlarat); and "Governance of Higher Education" (Paliton in the People's Republic of China" (Maoyuan Pan). (SW)

ED 291 330 HE 021 227

ED 291 330 HE 021 227
Outario Universities Benefits Survey, 1967-86.
Part I: Benefits Exclading Pensions.
University of Western Ontario, London.
Spons Agency—Council of Ontario Universities,
Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations,
Toronto. Report No.—ISBN-0-88799-224-2 Pub Date—88 Note—173p.: For many

-173p.; For related document, see HE 021 228.

228.
Available from—Council of Ontario Universities,
139 St. George Street, Suite 8039, Toronto, Ontario, M5S 274, Canada.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Descriptive (141)
EDRS Price - MF01/P07 Plus Postage.
Descriptors—*College Faculty, *Pringe Benefits,

Health Insurance, Higher Education, *Insurance, Leaves of Absence, Program Administration, Sab-batical Leaves, School Personnel, *Teacher Em-ployment Benefits, Universities sentifiers—*Ontario

ployment Benefits, Universities Identifiers—Ontario Results of the 1987-1988 survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: administration and insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, life insurance, survivor benefits, dental plans, and the proposite p

ED 291 331 httario Universities Benefits Survey, 1987-88.
Part II: Pensions. HE 021 228

Part II: Pensions.
University of Western Ontario, London.
Spons Agency—Council of Ontario Universities,
Toronto; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations,

Report No.—ISBN-0-88799-225-0 Pub Date—88

-51p.; For related document, see HE 021 227.

vailable from—Council of Ontario Universities, 139 St. George Street, Suite 8039, Toronto, On-tario, M5S 2T4, Canada.

tario, MSS 274, Canada.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Early Retirement, Eligibility, ForeignCountries, Higher Education, Program Administration, *Retirement Benefits, *Teacher Retirement, Universities

Identifiers—Annuities, *Ontario

tration, "Retirement Benefits, "Teacher Retirement, Universities Identifiers—Annutities, "Ontario Results of a 1987-1988 survey of pensions plana in 17 Ontario, Canada, universities are presented. Information is provided on: eligibility, the type of plan, member contributions, university contributions, submerting the submerting of the plan, seven on early retirement (at age 55) and on early retirement (at age 55), trustee, investment manager, and pension committee composition and status. There are nime defined benefit plans, seven money purchase plans with minimum guarantees, and one money purchase plan with no guarantees, and one money purchase plan with no guarantee for those who were age 45 and belonged to an old plan as of July 1970 and for staff who were full-time employees on May 1, 1974. Indexing and annutities are also covered, along with benefit provisions on termination of employment and on death. The following universities are surveyed: Brock University, Carleton University, University of Guelph, Lakehead University, University of University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Reverson, University of Toronto, Trent University, University of Waterloo, University, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

HE 021 229 ED 291 332

Restr. Linda J.
Memory Strategies for College Students.
Pub Date—10 Nov 87
Note—15p.; Paper presented at the National Conference on Student Success Courses (Orlando, IT) Movember 10, 1987).

ference on Student Success Courses (Orlando, FL, November 10, 1987).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "College Instruction, "College Students, Higher Education, Learning Disabilities, "Learning Strategies, "Memorization, "Memory, Mnemonics, "Study Skills, Visualization Seven memory strategies that can be taught to

college students with learning disabilities or stu-dents who have not learned essential study skills are described: the method of loci, pegwords, keywords, rote rehearnal, chaining, clustering, and first letter mnemonics. To help college faculty provide direct mnemonics. To help college faculty provide direct instruction in the memory strategies, the introductory section presents an activity to facilitate the examination of their own memory strategies. Faculty could provide examples of memory strategies to help students memorize essential information in specific courses. It is suggested that a class period devoted to "how to learn" what is presented may be a new focus for college instructors in order to increase retention. (SW)

ED 291 333 HE 021 230 Copie, Susan L. Syverson, Peter D.
Doctorate Recipients from United States Universities. Summary Report, 1984.
National Academy of Sciences - National Research
Council, Washington, D.C.

Council, Washington, D.C.; Spons Agency—Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C. tional Science Foundation, Pub Date—86

Note—Sp.

Available from—Office of Scientific and Engineering Personnel, National Research Council, 2101 constitution Avenue, N.W., Washington, DC 20418.

Type—Numerical/Quantitative Data (110) Reports - Research (143) — Tests/Questionnaire
(160) Pub Type

(160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Doctoral Degrees, Employment Patterns, Ethnic Groups, Foreign Nationals, Graduate Study, Higher Education, "Intellectual Disciplines, Majors (Students), Marital Status, National Surveys, Occupational Aspiration, Place of Residence, Questionnaires, Racial Distribution, Sex Differences, "Specialization, Student Characteristics, Student Educational Objectives, Student Financial Aid A statistical and narrative summary of the results

A statistical and narrative summary of the results of the 1983-1984 Survey of Earned Doctorates is A statistical and narrative summary of the results of the 1983-1984 Survey of Earned Doctorates is presented. Basic information, such as sex, field, institution, and year of Ph.D., is presented for all of the 31,253 doctorate recipients, complete questionnaire data are included for the 29,713 Ph.D. recipients who responded to the questionnaire, while abbreviated records were compiled for the rest. Research and applied-research doctorates in all fields are covered, excluding such degrees as the M.D., D.D.S., O.D., D.V.M., and J.D. Baccalaureste sources of the doctorate recipients are identified, including the types of institutions they attended and the productivity of their institutions (e.g., sources by sex and subfield; number of 1984 doctorate recipients by sex and subfield; statistical profile of 1984 doctorate recipients school of 1984 doctorate recipients achool of 1984 doctorate recipients school of 1984 doctorate recipients achool of 1984 doctorate recipients achool of 1984 doctorate recipients by field of doctorate; sources of support in graduate school of 1984 doctorate recipients by sex and summary field; state of doctoral institutions of 1984 doctorate recipients and satisticies arounder. torate recipients by sex and summary field; and statistical profile of 1984 doctorate recipients by racial/ethnic group and U.S. citizenship status. A questionnaire and specialties list are appended.

ED 291 334 HE 021 233

Diaz, Porfirio R. Stadent Tuition Charges: Comparisons, Options, and Implications and An Appendix to Student Tuition Charges: Comparisons, Options, and Im-

plications.

New Mexico Commission on Higher Education.

Pub Date—Dec 87

Pub Date—Dec 87

Note—42p.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, "Feea, "Financial Policy, Higher Education, National Norms, Needs Assessment, State Norms, State Surveys, "Student Costs, "Tuition Identifiers—"New Mexico

National and state comparisons of tuition and fee

Identifiers—"New Mexico National and state comparisons of tuition and fee charges, as well as various policy options presented to the New Mexico Commission on Higher Education, are provided. An introduction to tuition and fee calculation is followed by definitions of tuition, required student fees, and student residency status.

A study of tuition and fees at New Mexico institutions is conducted annually by the New Mexico
Commission on Higher Education, and these statistics are compared to national data. Policy options
and implications are considered as they concern the
determination of tuition levels. Major questions are
what share of the cost of education should students
beat? What share of the cost of education should
state/local appropriations bear? and How should
state/local appropriations bear? and How should
state student share be calculated? Practices in other
states are noted. A list of Carnegie Commission recommendations includes reevaluating tuition policy
to gear it closer to actual costs of education by level
of training, and modestly and gradually increasing
tuition rates for public institutions. The impact of
low tuition rates and price increases upon enrollment is considered, and a list of tuition options is
presented. The attached appendix offers tables giving a historical perspective on resident and nonresident student tuition and required fees for public
colleges in New Mexico and nationally. (SM)

ED 291 335 HE 021 234
University of Nevada System Earollment Report
Fall 1987.
Nevada Univ. System, Reno.
Pub Date—Dec 87
Note—23p.; Prepared by the Office of Academic
Affairs.
Available from—University of Nevada System,
Board of Regents, 405 March Avenue, Reno, Nevada 89509. ED 291 335 HE 021 234

Available from—University of Nevada System, Board of Regents, 405 March Avenue, Reno, Nevada 89509.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) EDRS Price - MP01/PC01 Plus Postage.

Descriptors—College Attendance, Community Colleges, Enrollment Influences, Enrollment Frojections, Enrollment Rate, *Enrollment Frends, Full Time Equivalency, Full Time Students, Public Colleges, Enrollment Rate, *Enrollment Trends, Full Time Equivalency, Full Time Students, Higher Education, Part Time Students, Public Colleges, State Colleges, State Surveys, State Universities, Trend Analysis, Womens Education Identifiers—"University of Nevada System Information on the growth of student eurollment in the University of Nevada System (UNS), representing all of Nevada's public higher education, is presented While the national higher education growth rate was only 1% from 1980 to 1985. Nevada showed a growth rate of 28.9% from 1981 to 1987. System statistics indicate a growth in part-time student enrollment, full-time equivalent (FTE) student statistics indicate a growth in part-time student enrollment, and female enrollment. In 1987, UNS served 53,187 students, with community colleges serving 24,402 students. There were 24,532 FTE students in the system with 8,442 FTE in community colleges and 16,090 FTE in the universities. Statistics indicate 57% of consumutity colleges than a part-time, 51% of university students are part-time. The average age of UNS students is 27 years (25 for full-time and 30 for part-time students are part-time. The average age of UNS students is 27 years (25 for full-time students are female. Projections and trend analysis are discussed. Numerous tables, graphs, and statistics are included. (SM)

ED 291 336 HE 2021 433
Annual Evaluation Report. Fiscal Year 1987. U.S.

Annual Evaluation Report, Fiscal Year 1967. U.S.
Department of Education.
Department of Education, Washington, DC. Office
of Flanning, Budget, and Evaluation.
Pub Date—87
Note—37

Pub Date—87

Note—337p.; Four-page appendix may not reproduce well due to small print.

Available from—U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, 400 Maryland Avenue, S.W., Washington, DC 20202 (limited sample).

nue, S.W., Washington, DC 20202 (limited supply).

Pub Type— Reference Materials - Bibliographics (131) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MFDI/PC14 Plus Postage.

Descriptors—Adult Education, Bilingual Education, Contracts, Educational Research, "Elementary Secondary Education, Eligibility, Federal Aid, Federal Legislation, "Federal Programs, Libraries, Minority Groups, "Postaecondary Education, Program Administration, Program Descriptions, "Program Bvaluation, Special Education, Student Financial Aid, Vocational Education

Identifiers—*Department of Education
A guide to 107 programs administered by the U.S.
Department of Education, covering activities as of September 30, 1987, is represented in this 17th annual report to Coagress. Program descriptions include: (1) program purpose); (2) fiscal year (FY) 1987 departmental initiatives; (3) program information and analysis (e.g., population targeting, services, program administration, and outcomes), which emphasize evaluative findings for the first time to highlight management reforms and efforts to reduce program costs; (4) sources of information; (5) planned studies; and (6) contacts for further information. For some programs eligibility, improvement strategies, and subprograms are also described. The report covers: 22 programs under the Office of Elementary and Secondary Education (e.g., Magnet Schools Assistance Program); 5 programs under the Office of Elementary and Secondary Education (e.g., Magnet Schools Assistance Program); 5 programs under the Office of Elideral; 29 programs under the Office of Special Education and Rehabilitative Services (e.g., Handicapped Regional Resource Centers Program); 7 programs under the Office of Special Education and Rehabilitative Services (e.g., Handicapped Regional Resource Centers Program); 7 programs under the Office of Postsecondary Education (e.g., Consumer and Homemaking Education); 30 programs under the Office of Postsecondary Education (e.g., Consumer and Homemaking Education); 30 programs under the Office of Postsecondary Education (e.g., Upward Bound); and 14 programs under the Office of Educational Research and Improvement (e.g., National Diffusion Newtork). The appendix lists evaluation contractor and contract number, start and end dates, and OPBE project officers. An index to the 107 programs is also included. (LB)

IR

IR 013 000

Trends and Status of Computers in Schools: Use in Chapter 1 Programs and Use with Limited English Proficient Students. Staff Paper. Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Technology Assessm Pub Date—13 Mar 87

Pub Date—13 Mar 87

Note—201p.

Pub Type— Information Analyses (070) — Reports

- Evaluative (142)

EDRS Price - MP01/PC09 Plus Postage.

Descriptors—Bilingual Education Programs,

*Computer Assisted Instruction, Computer Managed Instruction, *Disadvantaged, Educational Technology, Elementary Secondary Education,

English (Second Language), *Equal Education,

*Federal Aid, *Limited English Speaking, Microcomputers, Private School Aid Identifiers—*Education Consolidation Improvement Act Chapter 1

recomputers, Private School Aid
Identifiers—*Balucation Consolidation Improvement Act Chapter 1
This examination of computer use in schools provides an overview of current trends, as well as detailed analyses of the use of computers in programs for disadvantaged learners funded by Chapter 1 of the Bducation Consolidation and Improvement Act of 1981, and programs for students with limited English proficiency. A summary of this report and a general overview of the trends and status of computers in American education are followed by an analysis of the use of technology by Chapter 1 programs. This analysis reviews early use of technology in such programs in both public and private schools and profiles their current use of computers. The analysis of technology use with students with limited English proficiency considers the current status of this population and describes ways in which technology (primarily the computer) is used in these programs. The implications of the findings of this study for federal policy are considered for both groups, and four areas that need attention to improve the use of educational technology are identified: (1) teacher training; (2) software development; (3) dissemination of information; and (4) evaluation and research. The text is supplemented with graphs and diagrams, and footnote citations are provided throughout the text. The primary cources of the data used are an Office of Technology Assessment (OTA) survey of Chapter I directors and national surveys conducted by Market Data Retrieval, Inc., Quality Education Data, Inc., and the National Survey of Instructional Uses of School Computers (Henry Becker, Johns Hopkins University). (EW)

ED 291 338

IR 013 126

Billings, Karen J.

An Evaluation Handbook for a Computer Education Program. Revised.
International Council for Computers in Education,

International Council for Computers in Education, Eugene, Oreg.
Report No.—ISBN-0-924667-29-X
Pub Date—85
Note—154p.; Developed as part of doctoral dissertation, Columbia University Teacher's College.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies \$14.00 per copy prepaid; quantity discounts).
Pub Type—Guides—Non-Classroom (055)
EDRS Price—MP01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

able from EDRS.

Descriptors—Academic Achievement, Administrators, *Computer Literacy, *Computer Science
Education, Elementary Secondary Education,
*Evaluation Methods, inservice Teacher Education, Instructional Materials, Objectives, *Program Effectiveness, *Program Evaluation, Staff

tion, Instructional Materials, Objectives, "Program Effectiveness, "Program Evaluation, Staff Development
This handbook is designed to provide teachers and administrators at the district and school level with a set of procedures for gathering information about the major components of a computer education program and for using the information to develop conclusions and recommendations regarding the components of the program. The four major components of the computer education program are identified as: (1) goals and objectives; (2) staff development; (3) instructional materials; and (4) student achievement. The first of the handbook's three major units focuses on planning the evaluation, and offers background information on both the evaluation process and the components of a computer education program; it also describes the evaluator's task and provides guidelines for setting up the evaluation process. The second unit, gathering the information, provides step-by-step procedures for determining what information is needed, how it will be gathered, and how to use the tools provided to collected the needed data. The final unit provides assistance in summarizing the data collected and using it to develop recommendations, as well as guidelines for reporting the results to the school or the district. It is noted that the handbook's procedures and tools are specifically designed to assist practitioners in looking at the use of computers in the new content area called "computer education," which may include computer instruction integrated into the curriculum or a set of computer courses such as computer literacy, data processing, or computer apcross computer matriculon integrated into the cur-riculum or a set of computer courses such as computer literacy, data processing, or computer ap-plications. References are provided at the end of each of the handbook's nine sections, and a glossary is included. (EW)

ED 291 339

IR 013 127

Expert System Knowledge Base for a Computer Simulation of Judgments on Dossiers of School

Expert System Knowledge Base for a Computer Simulation of Judgments on Dossiers of School Teacher Performance.

Pub Date—15 Nov 87

Note—16p.

Pub Type— Guides - Non-Classroom (055) —
Computer Programs (101)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Simulation, Computer Software, Computer System Design, Data Analysis, Elementary Secondary Education, *Expert Systema, *Microcomputers, Performance Factors, *Teacher Evaluation, Teacher Promotion Identifiers—Apple Macintonh, *Knowledge Bases The expert system computer simulation detailed in this report is designed to investigate patterns of valuing in decision-making about dossiers of performance data used in teacher promotion evaluations. The knowledge base for the simulation consists of 111 questions organized into 117 rules. The questions and linked advice were derived from questionnaires completed by human judges of teacher dossiers, and the knowledge base is organized into sub-bases for five phases of dossiers analysis: (1) preliminary screening: (2) analysis of nine individual data sources; (3) determination of data safety; (4) promotion decisions; and (5) comparison of two dossiers. This report lists the questions and rules for each of the nine individual data sources: (1) student achievement; (2) administrator reports; (3) other ounque data; (4) parent surveys; (5) peer reviews of materials; (6) professional activities; (7) student surveys; (8) systematic observations; and (9) teacher tests. It is noted that two judgments may be derived

from the application of this system—to promote or to deny promotion, and the ranking of dossiers. The expert shell system used in this simulation design was MacSMARTS, and it was used on an Apple Macintosh microcomputer. (EW)

ED 291 340 IR 013 128

ED 291 5-90
Karrer, Ur.

In Search for Quality Enhancement Factors: An
Exploration of Production Systems for Quality
Courseware Development. Report of an Informative Trip through the U.S.A. in Spring, 1987.
Pub Date—23 Jul 87

101a: Doctoral Dissertation, University

Pub Date—23 Jul 87 Note—101p.; Doctoral Dissertation, University of Zurich.

Pub Date—23 Jul 87
Nota—101p.; Doctoral Dissertation, University of Zurich.
Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Braluative (142) EDRS Price - MP01/PC05 Plus Pestage.
Descriptors—Authoring Aids (Programing), *Computer Assisted Instruction, *Courseware, *Instructional Design, Microcomputers, Programing, *Quality Control, *Systems Analysis Identifiers—Product Development, *Software Engineering, United States
Arguing that the production system for computer courseware has a strong impact on quality courseware development, this report offers an introduction into the relationships between instructional system design and software engineering, and investigates courseware and software engineering, and investigates courseware and software engineering, and investigates courseware might and low quality courseware, the lackground information covering the focus, approaches, and scope of the study and explaining the goals of the fact gathering trip to selected courseware development centers in the United States is followed by descriptions of 12 courseware foundation systems, including the overall role of suthoring languages and/or systems in courseware development. The development characteristics of production systems of united the starting point for the establishment of quality enhancement factors—rethen condensed from soft data and used to classify two production systems. The quality enhancement factors identified are divided into two groups: (1) necessary factors, which include the integration of instructional knowledge into the development process, the transfer of the design ideas and concepts using an implementation environment that supports the design activities, evaluation of the integration of instructional knowledge of the subject matter and who also has experience. The need for additional research to refine these factors is noted, and more who has knowledge of the subject matter and who also has experience. The need for additional research to refine these factors is noted, and mor

ED 291 341 IR 013 129

ELF 291 3-91
Ridanque, Ann And Others
Esphoard Successe: MECC Version.
Bethel School District, Eugene, Oreg.; Educational
Service District 112, Vancouver, WA.; Eugene
School District 4J, Oreg.; International Council
for Computers in Education, Eugene, Oreg.; Lane
County Education Service District, Eygene,
Oreg.
Report No.—15BN-0-924667-37-0

County Education Service District, Eygene, Oreg.
Report No.—IBBN-0-924667-37-0
Pub Date—86
Note—120p.; for the accompanying Computer Flip Book, see IR 013 130.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies \$20.00) per copy prepaid).
Pub Type—Guides - Clasaroom - Teacher (052)
Pub Type—Guides - Clasaroom - Teacher (052)
Boscriptors—*Computer Literacy, Elementary Education, Junior High Schools, *Keyboarding (Data Entry), *Microcomputers, Middle Schools, *Typewriting, Word Processing Identifiers—Apple Microcomputers
This is a teacher's guide to a 30-lesson keyboarding program for elementary and middle achool students. The primary instructional objectives are to each students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer acreen, or any word processor. Each lesson provides step-by-step instruc-

tions, review, and practice exercises. The program can be used in conjunction with a commercial software program; this version of the guide is designed for use with the "MECC (Minnestons Educational Computing Corporation) Keyboarding Primer" (Apple only). An appendix includes a record grid for recording handwriting and keyboarding rates, wordlists, paper keyboard templates, a sample "certificate of improvement," and reproducible "keyboard success" decals. An 18-item bibliography is also provided. (EW)

IR 013 130 ED 291 342 Fidanque, Ann And Others Keyboard Success. Computer Flip Book, MECC

Version.
Ver

County Ores.
Ores.
Pub Date—86
Note—61p.; For the accompanying teacher's guide, see IR 013 129.
Available from—international Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies \$2.50

Pub Type — Guides - Clasaroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Avail-able from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Literacy, Elementary Education, Junior High Schools, *Keyboarding (Data Entry), *Microcomputers, Middle Schools, *Typewriting, Word Processing Identifiers—Apple Microcomputers

Designed for use by elementary and middle school students, this computer flip book contains the exercises for each lesson in a 30-lesson keyboarding program, a brief outline of the development of writing devices, and exercises for 25 bonus lessons. For each lesson, the flip book provides a keyboard diagram with the keys that have been introduced and practice exercises. The primary instructional objectives are to teach students how to:

(1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. The program can be used in conjunction with a commercial software program; this version of the flip book is designed to be used with the "MECC (Minnesota Educational Computing Corporation) Keyboarding Primer" (for the Apple only). (EW)

ED 291 343

ED 291 343

Ridanque, Ann And Others

Keyboard Success: MicroType PAWS Version.

Bethel School District, Eugene, Oreg.; Educational
Service District 112, Vancouver, WA.; Eugene
School District 41, Oreg.; International Council
for Computers in Education, Eugene, Oreg.; Lane
County Education Service District, Eygene,

Report No.—ISBN-0-924667-36-2 Pub Date—85

Pub Date—85
Note—121p.; For the accompanying computer flip
book, see IR 013 132.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies, \$20.00
per copy prepaid).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available from EDPS.

Pub 1ype—Cunters - Lamburg - Constant - Lamburg - Computer Literacy, Elementary Education, Junior High Schools, "Keyboarding (Data Entry), "Microcomputers, Middle Schools, "Typewriting, Word Processing Identifiers—Apple Microcomputers, Commodore Microcomputers, Elm Personal Computer This is a teacher's guide to a 30-lesson keyboarding program for elementary and middle school students. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. Each lesson provides step-by-step instruc-

tions, review, and practice exercises. The program can be used in conjunction with a commercial software program; this version of the guide is designed for use with the Apple, Commodore, and IBM versions of "MicroType: The Wooderful World of Paws." An appendix includes a record grif for recording handwriting and keyboarding rates, wordlists, paper keyboard templates, a sample "certificate of improvement," and reproducible "keyboard success" decals. An 18-item bibliography is also provided. (EW)

ED 291 344

Fidanque, Ann And Others
Keyboard Success! Microtype "PAWS" Version.
Computer Flip Book.
Bethel School District, Bugene, Oreg.; Educational
Service District 112, Vancouver, WA; Eugene
School District 4J, Oreg.; International Council
for Computers in Education, Eugene, Oreg.; Lane
County Education Service District, Eygene,
Oreg.

County Education
Oreg.
Pub Date—85
Note—61p.; For the accompanying teacher's guide,
see IR 013 131.
Available from—International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies \$2.50
per copy prepaid).
Pub Type— Guides—Classroom—Learner (051)
EDRS Price—MF01 Plus Postage, PC Not Available from EDRS.

**Computer Literacy, Elementary Edaccompaning Computing Co

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Computer Literacy, Elementary Education, Junior High Schools, "Keyboarding (Data Entry), "Microcomputers, Middle Schools, "Typewriting, Word Processing Identifiers—Apple Microcomputers, Commodore Microcomputers, IBM Personal Computer Designed for use by elementary and middle school students, this computer flip book contains the exercises for each lesson in a 30-lesson keyboarding program, a brief outline of the development of writing devices, and exercises for 25 bonus lessons. For each lesson, the flip book provides a keyboard diagram with the keys that have been introduced and practice exercises. The primary instructional objectives are to teach students how to: (1) keyboard from a correct position; (2) identify the names for the fingers to be used to keyboard; and (3) locate the most frequently used keys with the correct finger. No special software is needed for instruction, and students can enter the lessons on a paper keyboard template, typewriter, blank computer screen, or any word processor. The program can be used in conjunction with a commercial software program; this version of the flip book is designed to be used with the Apple, Commodore, and IBM versions of "MicroType: The Wonderful World of Paws." (EW)

World of Pawa." (EW)

ED 291 345

IR 013 133

Preparing Multi-Media Teaching Materials. A
Source Book.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional
Office for Education in Asia and the Pacific.

Report No.—BKA/86/OPE/247-900

Pub Date—86

Note—52p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - Mr01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aida, Developed Nations, "Developing Nations, Educational Technology, Foreign Countries, Guidelines, Instructional Materials, "Material Development, Multicultural Education, "Multimedia Instruction, One Teacher Schools, Teacher Education
Identifiers—*Asia, "Pacific Region

This sourcebook on educational technology materials was developed in conjunction with a regional workshop on "The Use of Educational Technology by Teachers," which was held in September 193 and attended by participants and observers from Bangiadesh, India, Indonesia, Japan, Malaysia, New Zealand, the Philippines, the Republic of Kores, Sri Lanka, and Thailand. The first of three chapters in this sourcebook provides a brief discussion of ways in which educational technology materials can be used to achieve some broad educational outcomes. The types of media produced in the participating countries are outlined in the second chapter, which also suggests 11 criteria for the selection and/or production of multimedia materials and 17 steps for the development of such materials. Materials brought to the workshop by the participants for

demonstration and evaluation are then briefly de-scribed, and a table displaying the results of the evaluations concludes the chapter. The third chap-ter discusses the use of multimedia kits to solve teaching problems and describes the design and use of multimedia kits for three specific situations: (1) a kit for one teacher schools in India; (2) a kit for shared reading in multicultural classes at the ele-mentary level in New Zealand; and (3) three multi-media kits prepared by the Korean Educational Development Institute (KEDI) for teaching in large classes. One of the KEDI kits is designed for use by elementary students and the other two for teacher training programs at the elementary level. (EW)

ED 291 346

Ryan, William C., Ed.
National Educational Computing Conference Proceedings (6th, Philadelphia, Pennylyania, June 24-26, 1967).

Report No.—ISBN-0-924667-40-0 Pub Date—Jun 87

Pub Date—Jun 87
Note—419p.; For the 1986 conference proceedings, see ED 274 338.

Available from—International Council on Computers for Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (315.00 plus \$2.50 shipping and handling prepaid).

Pub Type—Collected Works - Proceedings (021)—Opimon Papers (120) — Reports - Descriptive (141).

\$2.50 shipping and handling prepaid).

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computer Science Education, *Computer Literacy, Intellectual Disciplines, *Microcomputers, Programing, Special Education, Teacher Education, 'Intellectual Disciplines, *Microcomputers, Programing, Special Education, Teacher Education, Videodisks.

The almost 200 papers and panel, project, and special session reports represented in this collection focus on innovations, trends, evaluations, and research in the use of computers in a variety of educational settings. Of these, the full text is provided for 52 presentations and abstracts for 138. The topics discussed include: use of computers at various levels from K-12 through the university, including inservice teacher training; use of computers in specific subject areas such as business education, science, mathematics, health education, literature, foreign languages, social studies, and English; computers and special education; questions of ethics, equity, and special needs in computer access and use; the teaching of programming; software development and selection; computer literacy; computer support facilities; computer-related activities of the Pennsylvania Department of Education; the computer program at Drexel University; industry/school district cooperation in providing computer education; computer sense of computer-assisted instruction; cognitive skills and processes; and computer simulation. Introductory materials include brief descriptions of several of the cooperating societies that sponsor the National Educational Computing Conference. urounctory materials include brief descriptions of several of the cooperating societies that sponsor the National Educational Computing Conference (NECC) as well as lists of the members of the NECC Steering Committee and the NECC '87 Conference Committee. An author index is pro-

IR 013 135 ED 291 347

ED 291 347

Struka, Gerald A. And Others
Older People and Communication Technology.
Pub Date—Apr 87

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Cable Television, Developed Nations, Foreign Countries, Interviews, *Older Adults, *Qualitative Research, Retirement, Social Environment, *Television Research, Television Surveys

Surveys

Surveys
Identifiers—"West Germany
Interviews conducted with 31 older, retired adults
in Dortmund, West Germany, concerning their use
of cable television and its effect on their everyday
lives are the focal point of this qualitative study.
Also discussed is a quantitative study of a larger
sample of German citizens over age 14 in the same
geographic area before cable television was made
svailable. That study, which will be repeated in the
spring of 1988, considered differences between
older and younger sdults in their social integration,

everyday activities, and use of and attitudes toward television. The qualitative interviews with older adults elicited information on the following topics: (1) reasons for application for cable television connection or reservations; (2) favorite programs and channels and the degree to which specific channels are known; (3) changes in daily routine since connection to cable television; (4) effects of television on interpersonal communication; and (5) use of other media, especially daily newspapers. The first, partial results of these interviews are described in a generalized fashion, but further evaluation of the transcript material is planned, including analysis of the data against the background of media-theoretical approaches. Five references are provided, three in German and two in English. (EW)

Karrer, Urs
Results of a Follow-Up Survey of CAI Develop-ment in Selected Institutions of Higher Educa-

meet in Selected Institutions of Higher Education.

Pub Date—Aug 87

Note—26p.; For a related report, see IR 013 128.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Authoring Aids (Programing), *Computer Assisted Instruction, *Courseware, *Foilowup Studies, Higher Education, *Instructional

Development, Programing Languages, School

Surveys, *Systems Approach

Identifiers—*Software Engineering, United States

Designed to test the premise that the production
system for courseware developed, a survey of 14

U.S. institutions of higher education was conducted
in 1986 to investigate the production systems used
by these schools. Many of the questions used and
the list of institutions surveyed were extracted from
a similar study conducted by Potta in 1979, and
some additional complementary questions were
added. Seven of the schools responded for a response rate of 50%. The results of the follow-up
survey showed that, as in 1979, most of the schools
found the team strategy in courseware development
to be more satisfactory than the individual ansponse rate of 50%. The results of the follow-up survey showed that, as in 1979, most of the schools found the team strategy in courseware development to be more satisfactory than the individual approach. In addition, nearly all respondents agreed that an instructional system design (ISD) approach should be followed in a systematic fashion, although there does not appear to be a unique ISD procedure or model that would fit the needs of all institutions of higher education. In addition to the emerging micro-based authoring languages, BASIC and PAS-CAL continue to be important implementation languages for the schools surveyed, combined with main frame computer authoring languages. The text is supplemented with eight tables, and three references are provided. (Author/EW)

ED 291 349

IR 013 138

Teachers and Their Use of Educational Technology. Report of a Regional Training Workshop (Seoul, South Kores, September 16-27, 1985). United Nations Educational, Scientific, and Cultural Organization, Bangkot (Thailand). Regional Office for Education in Asis and the Pacific. Report No.—BKA/86/OPE/343-1000

Pub Date—86

Note—62p; Asis and the Pacific Programme of Educational Innovation for Development (APEID). For a related source book, see IR 013 133.

Available from—Unesco Regional Office for Education in Asis and the Pacific, P.O. Box 1425, General Post Office, Bangkot 10500, Thailand. Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055) — Reports - Descriptive (141)

Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF91 Plus Postage, PC Not Available from EDRS.
Descriptors—Computer Uses in Education, *Education, *Education, *Inservice Teacher Education, *Education, *Inservice Teacher Education, *Previore Teacher Education (Previore Teacher Education)
Identifiers—Asis, *Pacific Region
The workshop described in this report focused on uses of educational technology in the training and upgrading of teachers and on promoting the use of appropriate decational technology techniques by teachers. Experiences in the use of educational technology are described for each of the participating nations, i.e., Bangladesh, India, Indonesia, Japan, Malaysia, New Zealand, the Philippines, Republic of Korea, Sri Lanks, and Thailand. Methods of preparing teachers and teacher educators to use educational technology are then discussed, both in

general and in reference to specific widely-used programs: (1) the Personalized System of Instruction (PSI); (2) the Later Reading In-Service Course (LARIC) used in New Zealand; (3) the Education Resource Centres used in Malaysia; (4) the distance education program, Advanced Studies Unit, used in New Zealand; and (5) both internal and external networking systems used in teacher training in Thailand. Participants also visited the Han Nam Elementary School, an experimental school in Korea which promotes the use of educational technology in the classroom, and the Samsung Electronics Co. Ltd., which produces computer hardware and other electronics products. Finally, the participants developed a series of recommendations designed to improve teacher training in the use of educational technology. Two appendices contain the agenda for the workshop and a list of participants. (EW)

ED 291 350

IR 013 1:
Eiserman, William D. Williams, David D.
Statewide Evaluation Report on Productivity
Project Studies Related to Improved Use of
Technology To Extend Educational Programs.
Sub-Report Two: Distance Education in Elementary and Secondary Schools, A Review of Litera-

ture. Wasatch Inst. for Research and Evaluation, Logan,

UT.
Spons Agency—Utah State Office of Education,
Salt Lake City,
Pub Date—Jan 87
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Oriesans, LA, April 23-27, 194).
For Sub-Report Three, see IR 013 140.
Pub Type—Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers
(150)

- Evaluative (142) — Specines Mechanic (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Communications Satellites, *Distance Education, *Education Evaluation Evaluation Criteria, Information Technology, Listerature Reviews, Program Evaluation, *Public Schools, Research Needs, *Telecommunications, Teleconferencing Identifiers—ERIC

Current approaches to distance education in electric distance education.

Current approaches to distance education in ele-tentary and secondary schools are summarized in his review of the literature, which was conducted to mentary and secondary schools are summarized in this review of the literature, which was conducted to identify distance education programs at the K-12 level, together with any associated evaluation or research findings, and discover implications of these findings for future developments in this area. The literature was identified through a search of the ERIC database using the descriptors Distance Education, Telecommunications, Teleconferencing, and Communication Satellites combined with the descriptor Schools. Five research reviews and nine primary research studies were selected from the 42 relevant documents retrieved, and these 14 studies were examined in relation to three research questions: (1) the types of media used in public school (K-12) distance education, i.e., who is served and the content and instructional design that are used; and (3) the judgments that are being made about the effectiveness of distance education, i.e., who is served and the content and instructional design that are used; and (3) the judgments that are being made about the effectiveness of distance education, i.e. who is served and the content and instructional design that are used; and (3) the judgments that are being made shout the effectiveness of distance education, i.e. who is served and the content and instructional design that are used; and (3) the judgments that are being made shout the effectiveness of distance education, i.e. who is served and the content and instructional design that are used; and (3) the judgments that are bed on the study and the served and the content and instructional design that are used, and (3) the judgments that are being made to be established for both formative and submative evaluations to obtain meaningful data. A summary table is appended which provides informative evaluations to obtain meaningful data. A summary table is appended which provides informative evaluations to obtain meaningful data. A summary table is appended which provides informative evaluations to obtain meaningful data. A s

ED 291 351

Quinn, D. William Williams, David D.
Statewide Evaluation Report on Productivity
Project Studies Related to Improved Use of
Technology To Extend Educational Programs.
Sub-Report Three: Survey of Technology
Projects throughout the United States.
Wasatch Inst. for Research and Evaluation, Logan,
LT.

Spons Agency—Utah State Office of Education, Salt Lake City. Pub Date—Jan 87 Note—85p.; For Sub-Report Two, see IR 013 139. Pub Type— Reports - Research (143) — Tests/ Questionnaires (160)

DIE JUL 1988

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cost Effectiveness, "Distance Education, "Educational Technology, Elementary Secondary Education, "Evaluation Methods, Information Technology, "Instructional Effectiveness, Interviewa, National Surveys, "Program Evaluation, Questionnaires
Telephone interviewa were conducted with key individuals in each of the 50 states to gather information on both the most successful and the least successful technology-based educational projects at the elementary and secondary levels in each state. The survey was designed to elicit information on the following: (1) the instructional needs addressed by technology-based distance learning projects; (2) the subject matter areas involved in these projects; (2) the levels and types of students for whom these projects are intended; (4) the technologies used by these projects; (5) results of evaluations of the effectiveness of the instructional value of the projects; (7) the cost-effectiveness of the projects; (8) and other instructional needs not addressed by the projects This report provides a description of the survey methodology and procedures; a summary of the results of the analysis of data for each of the questions that were obtained through the interviewa and any associated materials collected from the states; and six suggestions for further inquiry. Two appendixes contain state-by-state summaries of the findings for each state and copies of the survey materials used, including the interview questionnaire.

[EW]

ED 291 352 IR 013 141

Tait, Alan, Ed. Gall, Alam, Ed.

Workshop on Counselling in Distance Education Conference (2nd, Cambridge,
England, September 15-17, 1967).

International Council for Distance Education
Open Univ., Cambridge (England).

ub Date—Sep 87

ce Education.;

Open Univ.
Pep 87

Note—130p.
Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120) — Reports - Descriptive

Opinion Papers (120)—Reports - Descriptive

Note—130p.
Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Pustage.
Descriptors—Career Guidance, "Counseling Services, Databases, Developed Nations, Developing Nations, "Distance Education, Foreign Countries, Higher Education, "Individual Development, "Open Universities, Professional Development, Streas Management, "Student Personnel Services
The 16 conference papers in this collection describe various ways in which counselling is used in distance education in Australia, Canada, the Netherlands, New Zealand, Thailand, the United Kingdom, West Germany, and Zambia. Following an introduction by Alan Tait, the following papers are presented: (1) "Counselling in the Open University of the Netherlands" (Addie Birkhoff, Annette Douwes, and Claudia Ohijssen Cohen); (2) "New Developments in the Counselling of Students with Disabilities: Computer Databases" (Nigel Cutress); (3) "Stress Management at a Distance" (See Derland); (4) "Self-Selection by Special Entrants-Does It Work?" (David Edge); (5) "Vocational Guidance Provision for Distance Students in Higher Education-Some Findings from an International Survey" (Judith Fage); (6) "Steps to Your Future" (Ruby Gervais); (7) "The Dual-Mode Professor"-the Subject Specialist as Tutor' (Sally Haag); (8) "Empathy as a Characteristic of Distance Education-Theory and Empirical Findings" (Borje Holmberg); (9) "Open Learning and the National Certificate in Sootland-Implications for Guidance" (Elspeth Johason and Carl Togaerl); (10) "The Support Needs for Older Students in Distance Education (Patrick Kelly, Nigel Cutress, and Fions Palmer); (11) "Telephone Counselling Open University Students in Patrana Students in Patrana Bennery; (12) "A Carrot for the Teacher: A Training Package Which Aims To Encourage Distance Education To Development of Counselling Open University Students in Patrana Students of Counselling Perspective for Australia" (Margaret Shapotty; and (16) "Towards the Integration of Counselling

A Strategic Plan for Microcomputers in Schools. Alberta Dept. of Education, Edmonton. Curriculum Branch.

Branch.

Report No.—ISBN-0-920794-82-3

Pub Date—Aug 87

Note—75p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MP01/PC03 Plus Poetage.

Descriptors—"Computer Assisted Instruction,

"Computer Literacy, "Computer Software, Curriculum Development, Educational Resources,

Elementary Secondary Education, Financial Support, Foreign Countries, Inservice Teacher Education, "Instructional Development, "Long

Range Planning, "Microcompiters, Telecommunications

cation, "Instructional Development, "Long Range Planning, "Microcompiters, Telecommunications Identifiers—"Alberta, Canada
This strategic plan is a synthesis of a number of previous studies on computers in the schools of Alberta, Canada, as well as an assessment of the current situation in the schools, and a recognition of today's difficult fiscal climate. The topics covered include the rationale for integrating microcomputers into school programs; risks and constraints involved in computer use; uses of computers in Alberta's schools in the past and the current situation; strategic planning, educational software; curriculum and learning resources; teacher knowledge and development; computer hardware, networking, and facilities; planning and research; and funding. A concluding statement suggests that a redefinition of what computers should do in education and the gathering together of the necessary components hardware, software, and teacher knowledge—be carried out to ensure an optimal return on the substantial investment in computers. A summary of departmental direction and actions for the near future concludes the report, and four appendixes provide additional materials from prior reports and conferences. (CGD)

ED 291 354

Lasser, W. And Others
Video as Supplementary Material. The Impact of an Alternative Development of Study Materials in Solving Formal Economic Problems. Working Papers in Distance Education No. 4.
Queensland Univ., Brisbane (Australia). Div. of External Studies
Pub Date—Aug 81
Note—20p.; Translated from German by A. Corkhill.
Pub Type—Parents.

Note—Oby: Translated from German by A. Corkhill.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Distance Education, Higher Education, *Intermode Differences, *Nonprint Media, Open Universities, *Performance Testa, Statistics, *Videotape Recordings

Identifiers—Printed Materials

This study investigated the efficiency of video as an additional teaching aid for a statistics course offered by the Fernuniversitat (Open University, West Germany). A total of 55 distance students and internal students from the Universities of Bochum and Dortmund were divided into five groups to test the effects of five alternative treatments: (1) written original version of material for course entitled Econometrics I (version O); (2) a lexivisually and didactically developed written version (version A); (3) video as a pre-orientation to version A; (4) the text of version A with video used to review course materials; and (5) video as a pre-orientation to version O. Results of a comprehensive test indicated that all three test groups which were supported by video in their textual treatment obtained higher average point scores in the main test, although the expected time-savings with the pre-orientation video were not realized. There were no significant differences in performance between the groups using the alternative versions of the written materials. It is suggested that future studies should use larger groups, greater homogeneity of test subjects (i.e., external students only), a larger number of playback facilities, and a shorter total test duration. (COD)

IR 013 144 ED 291 355

ED 291 395

R 013 144

Hansel, Jill Lynn

An Amentated Bibliography Summarizing and Analyzing Recorded Research on the Topic of
Computer Assisted Instruction and Its Effects on
Reselling Comprehension.
Pub Date—18 Nov 87

Note—33p.; Exit Project, Indiana University at
South Rend.

Pub Type— Reference Materials - Bibliographies (131) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, "Computer Assisted Instruction, "Directed Reading Activity, Disabilities, Elementary Secondary Education, Higher Education, Language Processing, "Learning Strategies, Military Personnel, "Reading Comprehension, "Reading Strategies, Teaching Methods
This annotated bibliography of research articles pertaining to the use of computer-assisted instruction (CAI) in the development of reading compensions will be a substitute of all ages and abilities is introduced by brief statements of the problem addressed and the purpose, organization, and limitations of the study. A glossary is also provided. Ten of the 22 research articles are concerned with grades K-6, six with grades ?-1.2, three with the university setting, two with military personnel, and one with saluits with special needs. The findings of the research studies are summarized, and its is concluded that (1) because CAI allows individualized curricula, students generally spend more time on CAI leasons involving reading comprehension; and (3) an increase in interest and motivation is almost always assured when CAI is the method of teaching or practicing reading comprehension akills. Four recommendations for use of CAI for reading instruction and further research conclude this study. A 33-item bibliography and a curriculum vitae for the author are also included. (CGD)

ED 291 356

IR 013 145

suthor are also included. (CGD)

ED 291 356

Recc. Carol C.

Boys, Girls, and a Scarcity of Microcomputers:
"They Get on it Before We Can Get to It".
Pub Date—13 Nov 87

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 13, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF91/PC91 Plus Postage.
Descriptors—"Computer Assisted Instruction, Elementary Education, "Elementary Schools, "Equal Education, Pollowup Studies, "Microcomputers, Sampling, School Surveys, Sex Differences, "Sex Discrimination, "Sex Stereotypes
The mair, purposes of this survey were to: (1) assess ine perceptions and attitudes of students about whether boys or girls spend more time working with computers; (2) explore whether individual students at school prefer working alone or with someone else; (3) explore the possibility that girls who have access to home computers also have older brothers at home; (4) inquire about parents' use or nonuse of computers at work or at home; and (5) continue to assess the extent to which parents are providing home computers for daughters as well as for sons. A total of 212 fourth through sixth grade students from both private and public schools were surveyed over a two-year period in a deliberate effort to branch from a previous study in which fifth grade, seventh grade, and high school students were surveyed over a two-year period in a deliberate effort to branch from a previous study in which fifth grade, seventh grade, and high school students were surveyed or on similar issues. Chi-aquare analysis of the data for the present study failed to find significant sex differences with respect to any of the questions although instances of sex-typing in relationship to computer susues. Chi-aquare analysis of the data for the present study failed to find significant sex differences with respect to any of the questions although instances of sex-typing in relationship to computer learning at school and assumed

IR 013 146 ED 291 357

ED 291 357
Stecher, Brian M. Solorzano, Ronald
Characteristics of Effective Computer In-Service
Programs. Research Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation

Educational Testing Service, Pranceton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—R.R.-87-29
Pub Date—Jul 87
Grant—SPA8550353
Note—81p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, Case Studies, Computer Assisted Instruction, "Computer Literacy, Elementary School Teachers, Elementary Secondary Education, "Inservice Teacher Education, Interviews, "Microcomputers, Postsecondary Education, Program Effectiveness, Qualitative Research, "School Districts, Secondary School Teachers, Teacher Educators, Workshops Designed to describe effective computer inservice programs and to determine the components that contributed to their effectiveness, this study identified eight school districts from across the country that appeared to be providing outstanding computer

contributed to their effectiveness, this study identified eight school districts from across the country that appeared to be providing outstanding computer training for teachers. Case studies of these eight model districts were conducted in which computer coordinators, trainers, and teachers were interviewed and inservice classes were observed. Data analysis focused on five issues: (1) outcomes of inservice classes, including the knowledge and skills acquired by teachers concerning computers, their use of computers in instruction, and the impact of computer use on students; (2) the inservice delivery systems and effective instructional practices used (3) teacher characteristics and relationships between teacher characteristics and outcomes; (4) or sanizational context and context variables related to program effectiveness, and (5) unanticipated factors that helped to explain the inservice results. The text is supplemented by 7 tables, and 38 references are provided. The appendicts contain copies of the interview and observation forms used in gathering the data. (Author /EW)

ED 291 358 IR 013 147

ED 291 358
Roberts, Lowell
The Electronic Seminar: Distance Education by
Computer Conferencing.
Fab Date—[May 87]
Note—10p.; Paper presented at the Annual Conference on Nos-Traditional and Interdisciplinary
Programs (5th, Pairfax, VA, May 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—Computer Assisted instruction, *Distance Education, *Electronic Mail, Higher Education, Independent Study, International Relations, *Online Systems, *Teleconferencing
Identifiers—"Computer Mediated Communication, State University of New York Empire State Coll The Center for Distance Learning of Empire State College (New York) is piloting online study by offering a course in contemporary American diplomacy entirely through the use of computer conferencing and electronic mail. The computer is used to create a learning environment where course participants can interact with each other and with the instructor, thus overcoming the isolation of the independent learner. In the three months the pilot has been online, it has demonstrated that computer conferencing can extend many of the learning opportunities of the classroom to distance and independent study. In addition, the written work submitted by members of this course was found to be superior, both as to breadth of research and quality of analysis, to work submitted by a previous anon-computer class. It has been concluded that, rather than diminishing the intensity and flexibility of learning on one's own, computer conferencing enhances independent study by providing peer instruction. Although Empire State College's experience with the electronic seminar has been singularly positive, replicators should be aware of the fact that the input of each student is treated as a discrete unit rather than as part of a synthesized whole. Instructional developers should also be sure that the medium, content, and instructional objectives are a "pedagogical fit," and keep the interaction, with the computer at a simple l

Extending the Human Mind: Computers in Educa-tion. Proceedings of the Annual Summer Confer-ence (5th, Eugene, Oregon, July 31 and August 1, 1986). IR 013 148

Oregon Univ., Bugene. Center for Advanced Technology in Education.

Pub Date—86

Note—182p.; For the 1985 and 1682

tote—182p.; For the 1985 and 1987 proceedings, see ED 265 831 and ED 290 433. Some pages

contain small, light type.

Available from—Proceedings, Center for Advanced Technology in Education, 1787 Agate Street, University of Oregon, Eugene, OR 97403 (\$15.00 prepaid).

Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120) — Reports - Descriptive

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Pestage.
Descriptors—"Computer Assisted Instruction, "Computer Literacy, Computer Software," Curriculum Enrichment, Databases, Elementary Secondary Education, "Instructional Effectiveness, Keyboarding (Data Entry), "Learning Resources Centers, Liberal Arts, "Microcomputers, Optical Disks, Programing, Robotics, Word Processing The 24 papers in these proceedings describe computer technology and its many applications to the educational process. Topics discussed include computer systems in the classroom of the future; how to evaluate a school's computer program; computer use in special education; computer program; computer use in special education; computer rogram; computer use in special education; computer science and the liberal arts; keyboarding issues; making the computer speak the child's language; going online; useful public domain software for educators; advance techniques used in function graphing; impact of optical storage technology on education; print shop applications in the classroom; creating school documents with PageMaker; new databases in the secondary content areas; the Cl4 inservice model; the Apple classroom of tomorrow; the future of computers in instruction; computer integrated schooling; new directions for teaching basic programming; ideal uses of the computer in science; the role of school-based computer coordinators as change agents in elementary school programs; robots in elementary classroom; teachers use of Superpilot to write software; and critical issues in the teaching of writing with a word processor. (CGD)

writing with a word processor. (CGD)

ED 291 360

Raker, Brendo M. Price, Charles L.
Indiana's Approach to Computer Training for
Teachers.
Pub Date—5 Jun 36

Note—39p.; Paper presented at the National Educational Computing Conference (San Diego, CA,
June 5, 1986).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, *Computer Literacy,
Computer Uses in Education, Blementary Secondary Education, *Inservice Teacher Education,
*School Districts, *State Aid, *Teacher Centers
Identifiers—*Indiana

This report, which summarizes computer training
directed toward Indiana public school teachers in
the period of 1983 through 1986, includes the directives for the Indiana Consortium for Computer and
High Technology Education at the time of its creation in 1983 by the Indiana General Assembly.
Also described are training initiatives in seven program areas: (1) regional teacher training centers; (2)
summer training institutes; (3) formula allocations
to local school corporations; (4) low interest loans
for hardware acquisition; (5) regional software
clearinghouse/preview centers; (6) computing conferences; and (7) computer demonstration programs. (Author/EW)

ED 291 361

IR 013 150

ED 291 361 IR 013 150

Price, Charles L.
Introduction to Probeware,
Pub Date—Oct 87

Introduction to Probeware.
Pub Date—Oct 87
Note—12p; Paper presented at the Indiana Computer Educations Conference (Indianapolis, IN, October 10, 1987).
Pub Type—Guides - Non-Classroom (055) — Specchea/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Computer Assisted Instruction, "Courseware, Data Analysis, Higher Education, "Laboratories, "Microcomputers, Physics, "Science Experiments, Secondary Education Identifiers—Probeware
This description of the use of "probeware," i.e., hardware which connects to a microcomputer and works with the software to measure factors such as temperature, light, or motion in science laboratory experiments, uses as an example an experiment which would involve the measurement of pendulum motion using the "Precision Timer II" software program. Strategies for classroom teachers to become involved with probeware are suggested, additional available probeware is discussed, and information on the providers of workshops and training programs is provided. The 19 reference items listed include the names and addresses of software distributors and organizations providing training, as well as journal articles and books. (EW)

ED 291 362 IR 013 151

ED 291 362

Romarico, Alleen M.

The Role of Television in Alcohol Use and Abuse:
An Annotated Bibliography.

Pub Date—Jun 87

Note—39p.; Graduate student research paper, Indiana University at South Bend.

Pub Type—Reference Materials—Bibliographies (131)—Reports—Evaluative (142)

EDRS Price—MF01/PCU2 Plus Postage.
Descriptors—Adolescents, Alcohol Education, Alcoholism, Annotated Bibliographies, Children, "Commercial Television, "Drinking, "Drug Use, Health Education, Public Television "Television Commercials Identifiers—Alcohol Abuse, "Alcohol Use

The depiction of alcohol and other drugs on commercials television, including television commercials, is examined in this annotated bibliography. A brief introduction provides a statement of the problem and information on the significance, organization, and limitations of the study, as well as a glossary of widely used terms. Recent articles on the following subjects are then annotated: (1) portrayals of alcohol on television (17 articles); (2) effects of television's portrayal of alcohol on viewer's attitudes and consumption rates (3 articles); and (3) the role of television in alcohol education (5 articles). Research that has been done on effects of television's portrayal of alcohol use and abuse is then summarized, and it is concluded that, although television now tends to show alcohol use in an unrealistic manner, this medium could also be used as a effective means of alcohol use and abuse education. (EW)

(EW)

ED 291 363

Gill, Waiter Builer, Karen Hapes
Video Utilization and Role Play in Support of
Schoolwide Discipline Programs.
Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Conference of the Society of School Librarians International (2nd, Nashville, TN, November 7, 1987).
Pub Type—Information Analyses (070) — Opinion
Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Behavior Change, "Classroom Techniques, "Discipline, Elementary Secondary Education, Guidelines, Principals, Psychological Studies, "Role Playing, "Self Concept, Teachers, "Videotape Recordings
The use of video recording and role playing are considered as instructional methodologies to support school discipline management systems, foster the positive self-concepts of students, and improve school achievement. Research in the following fields is detailed: (1) interventions intended to maintain school discipline and improve classroom behavior and various dimensions of self-concept. General guidelines are provided for principals, teschers, and administrators who wish to initiate a program or modify present programs to incorporate video recording and playback together with role playing. Seven footnote citations are included, and 40 references are provided. (Author/EW)

ED 291 364
Visions 2000. A Vision of Educational Technology in Alberta by the Year 2000. A Discussion Paper.
Alberta Dept. of Education, Edmonton.
Pub Date—May 87
Note—33p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communications Satellites, "Computer Uses in Education, Distance Education, PEducational Technology," Educational Trends, Foreign Countries, "Futures (of Society), "instructional Innovation, "Long Range Planning, Nonprint Media, Secondary Education, Visual Aids Identifiers—"Alberta, Canada

Aids
[Identifiers—"Alberta, Canada
Arguing that technology should be incorporated
into the curriculum so that students learn "about
technology," "in technology in and "through technology," the Alberta Technology in Education
Committee looks forward to the year 2000 and assesses ways in which technology can be applied both
in the classroom and in distance education in Alberta, Canada. The committee's vision, which is re-

flected in this document, of the teacher-learning process of the future is based on a division of labor-where teachers can function in the uniquely human areas of diagnosis, prescription, motivation, and overall management of the learning process for individuals and groups of various sizes, while technology can play a greater part in exposition, simulation, and information processing and retrieval. The committee sees various forms of educational technology in use in the future, including computer-based work stations with access to local and remote databases; student access to portable computers; schools equipped with satellite receiving and transmitting equipment; widespread use of holography; student access to a variety of information sources, including primary sources; and student access at all grade leviate to technological tools such as lasers, robotics, and music synthesizers. However, the committee also believes that an action-oriented plan to incorporate this new technology is urgently needed. The text is supplemented with charts, and eight references are provided. (EW)

IR 013 155 ESI 291 305

Estimond, J. Nicholls, Jr. Stoddard, Charles G.

An Assessment of Learner Needs within the

Framework of Technological Innovation in Utah.

Wasatch Inst. for Research and Evaluation, Logan, UT.

UT.

Spons Agency—Utah State Office of Education,
Salt Lake City.
Pub Date—24 Oct 86
Note—29p.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MP01/PC02 Plus Pustage.
Descriptors—9 Administrator Attitudes, Appropriate Technology, Educational Technology, Edementary Secondary Education, Interviews, Needs Assessment, Questionnaires, School Districts, State Surveys, "Student Needs, Supervisors Identifiers—Spearman Rank Correlation Coefficient, "Utah

"Needs Assessment, Questionnaires, School Districts, State Surveys, "Student Needs, Supervisors Identifiers—Spearman Rank Correlation Coefficient, "Utah
The opinions of 89 educators in Utah on learner needs and the potential for using technology to meet these needs were gathered through a two-stage process of telephone interviews and written questionnaires. Persons included in the sample were the state's 40 district supervisors plus a sample of "key informants" identified by previous experience with technology projects. A list of the critical student learner needs based on telephone interview responses was developed, and responses to other telephone interview questions were summarized. In particular, the assessment teams noticed a polarization of opinion over the usefulness of educational technology in general. The written questionnaire requested that respondents rate each item on performance or importance and then choose the eight most critical needs for immediate attention. A listing of these immediate needs was compared with the rankings of the critical needs for immediate attention. A listing of these immediate needs was compared with the rankings of the critical needs for immediate attention. A listing of these immediate needs was compared with the rankings of the critical needs for immediate attention by Enforcement of the things of the critical needs in the study. Analysis of the data provided a list of 14 learner needs which merit attention by Utah technology projects, and nine recommendations for technological interventions are made by the assessment team. Two appendixes provide notable responses from the telephone survey and some results of the data analyses, as well as copies of the survey instruments. (EW)

IR 013 156
Computer Education: Getting Started.
Spons Agency—Northwest Territories Dept. of Education, Yellowknife.
Pab Dates—Sep 85
Note—136p.

tentative set of computer education objectives is outlined, and examples and strategies for effective classroom use are provided. Various programs and applications are detailed, including computer-assisted learning, simulation programs, problem solving and flowcharting, LOGO, word processing, keyboarding, database management, telecommunications and electronic mail, and electronic spreadh-sects. The text includes one article reprinted from The Computing Teacher and is supplemented by worksheets for student use, charts, diagrams, and illustrations. Lists of eight recommended magazines and journals, 32 recommended software programs, and 14 recommended books are also provided. (EW)

ED 291 367

Lawrence, Puula Price, Robert V.

A Project To Measure the Treatment Effects of the Use of Interactive Video on the Teaching of the Language Experience Approach to Reading Instruction. Research Report.

Pub Date—[87]

Note—42p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, "Computer Assisted Instruction, Correlation, Elementary School Teachers, Higher Education, Hypothesis Testing, "Interactive Video, "Intermode Difference, "Language Experience Approach, Preservice Teacher Education, Pretests Posttiests, "Reading Instruction, Scripts, Teaching Methods, "Videodisks

This project was conducted in order to descent

*Reading Instruction, Scripts, Teaching Methods,
*Videodisks
This project was conducted in order to determine
the practicality of using specialized videodisc instruction to help preservice elementary school
teachers learn the Language Experience Approach
(LEA) to teaching reading more effectively. Texas
Tech University students enrolled in an interactive
video course planned and produced the module with the
Foundations of Reading course in which LEA is
taught. Of the 36 class members, 18 were randomly
assigned to the control group and 18 to the treatment group. All were given the Nelson Denny
voabulary and comprehension tests to determine
whether any differences in reading ability existed
between the two groups that might influence study
results. Pre- and positests were administered to both
groups to investigate whether traditional LEA training or the interactive video program had a greater
affect on subject mastery. Based on the results, the
research hypothesis that there would be no difference between the treatment group and the control
group in knowledge of the LEA approach was accepted. The statistical test results (Pearson correlation matrix and analysis of variance) are attached to
the brief narrative report. Two appendixes, which
make up the major part of the document, provide
copies of the script for the interactive video
module
and the pre/posttests used in the study. (CGD)

ED 291 368

ED 291 308

Rendiero, Jane Linder, William W.

Status of Computer Applications in the Southern
Land-Grant Institutions Experiment Stations
Æxtension Services, Resident Instruction.

Southern Rural Development Center, State College,

Southern Rural Development Center, State College, Miss.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Sep 83
Grant—80-CRSR-2-0627
Note—83p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

Puss Price - MF01/PCB4 Plus Postage.

Descriptors—Agribusiness, "Agricultural Colleges, "Computer Literacy, "Computer Software, Computer Uses in Education, Expectation, Extension Education, Farmers, Higher Education, Homemakers, "Land Grant Universities, "Microcomputer Uses in Education themes, "Microcomputers, "Sesearch and Development, Staff Development, "Users (Information)

This report summarizes the results of a survey of 29 southern land-grant institutions which elicited information on microcomputer capabilities, programming efforts, and computer awareness education for formers, homemakers, community organizations, planniag agencies, and other end users. Five topics were covered by the survey: (1) degree of organization of computer applications; (2) computer applications staff and staff development; (3) research and development of software for end users; (4) hardware; and (5) software distribution.

Responses to the survey indicated that end users expected the universities' extension and research departments to provide them with assistance in hardware and software selection, training in the use of computers, help in interpreting and applying computer output, and the organization of science and associated technological information into databases for their efficient and timely use. The responses also indicated that the current status of osses for their efficient and timely use. The responses also indicated that the current status of computer application programs was still largely developmental in the five areas studied; three microcomputers, Radio Shack, Apple, and IBM, were most widely used by the institutions; and resource sharing was being promoted among the universities. A copy of the survey instrument is appended (CGD)

IR 013 159 IR 013 159
Statewide Computer Survey Report 1986-87.
South Carolina State Dept. of Education, Columbia.
Office of Instructional Technology.
Pub Date—Dec 87
Note—114p.; For the 1985-86 survey, see ED 281
527.

Pub Date—Dec 87
Note—114p; For the 1985-86 survey, see ED 281
S27.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MF91/PC05 Plus Postage.
Descriptors—*Computer Assisted Instruction,
*Computer Literacy, *Courseware, Educational
Trends, Elementary Secondary Education, Expenditures, Facility Inventory, *Microcomputers,
*School Administration, *School Districts, State
Surveys, Videodisks
Identifiers—*South Carolina
This survey, which covers the 1986-1987 school
year, is conducted by the South Carolina State Department of Education. Two separate questionnaires, both of which inventoried computer
equipment and software and dealt with the instructional and administrative uses of computers, funding, and software inventory, were distributed to all
South Carolina public school (K-12) principals and
district superintendents. A total of 1,099 school
(99.8% response rate) and 92 district (100% response rate) forms were returned. Major district
indings indicated that all school district offices had
computers; over 43% of the total computers used at
district level were Apple microcomputers; and the
total change in the number of computers used at
district level were Apple microcomputers; and the
total change in the number of computers and the
total change in the number of computers and the
total change in the number of computers had decreased in the past 2 years from 134% to 61%;
and IBM had replaced Radio Shack as the second
largest computer supplier to schools. Detailed survey findings are presented in tables, charts, and
graphs together with brief descriptions of computer
applications in individual schools and school districts. (CGD) tricts. (CGD)

IR 013 18
Autional Institute for Occupational Safety and
Health Oversight: OMB Involvement in VDT
Study. Hearing before the Subcommittee on
Health and Safety of the Committee on Education and Labor. House of Representatives,
Ninety-Ninth Congress, Second Session (June 4,
1986).

Ninety-Ninth Congress, Second Session (June 4, 1986).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date—86 Note—65p.; Serial No. 99-128.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MP61/PC03 Plus Postage.
Descriptors—9Display Systems, Federal Regulation, "Health Conditions, Hearings, "Occuptional Safety and Health, "Pregnancy, "Prenstal Influences, "Research Methodology, Unious Identifiers—Congress 99th, Office of Management and Budget, "Video Display Terminals This hearing addressed the issue of whether the delays in producing a proposed National Institute for Occupational and Safety Health (NIOSH) study on the possible health hazards associated with video display terminals (VDTs) are due to concerns about scientific methodology or unwarranted interference by the Office of Management and Budget (OMB).

RIE JUL 1986

RIE JUL 1968

The following witnesses made statements before the committee: (1) Barbara J. Easterling, executive vice president, accompanied by David LeGrande, occupational safety and health representative, and Lou Gerber, legislative representative, Communications Workers of America; (2) James M. Melius, Director, Division of Surveillance, Hazard Evaluations and Field Studies, NIOSH, accompanied by Theress Schnorr, NIOSH, and Gooloo Wunderlich, Public Health Service; (3) Hubert F. Owens, counterlich, etc., and the studies of the studies o

ED 291 371

IR 013 184

Barkley, John
Personal Computer Networks.
National Bureau of Standards (DOC), Washington,
D.C. Inst. for Computer Sciences and Technol-

ogy. ort No.-NBS-SP-500-140

teport No.—NBS-SP-300-140
hub Date—Jul 86
lote—63p.; One in a series of reports on Computer
Science and Technology.
variable from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402.
Pub Type— Guides - General (050) — Reports Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— "Computer Networks, "Information
Networks, "Microcomputers, "Network Analysis, "Office Automation, "Office Management,
Teleconferencing, Telephone Communications

sis, "Office Automation, "Office Management, Teleconferencing, Telephone Communications Systems
This report develops a model of a personal computer network for office use from the standpoint of the end user. A network designed for personal computers is differentiated from personal computers which must be attached to an existing communications system. Three types of the latter networks are diacussed: (1) networks which connect personal computers to personal computers, personal computers to bulletin boards by means of public and private telephone systems, (2) networks which connect personal computers to computer centers by means of direct wire in the same manner that terminals are directly connected to computer centers; and (3) networks which connect personal computers to networks designed for large computers. Each personal computer network type is compared, according to level of service provided, to a model which embodies the needs and expectations of personal computer users. The generic types of service used for the comparison include file and print service; mail; messaging and conferencing; login; remote task execution; outside communication; and network configuration. A discussion of options available to those who have an immediate need for a personal computer network is also presented. The text is supplemented with 8 tables and 11 figures, and a list of 27 references is provided. (Author/EW)

ED 291 372

IR 013 185

IR 013 185

ED 291 372

Orlando, Lynn S. Farrelly, Deg
Captain Video Introduces Power, Process, and
Production: Media To Enhance Learning, K-12.
Pub Date—16 Oct 87
Note—29p.; Paper presented at the Annual Conference of the Virginia Educational Media Association (13th, Roanoke, VA, October 16, 1987).
Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC32 Plus Postage.
Descriptors—Access to Information, *Course Integrated Library Instruction, Curriculum Development, *Bducational Media, *Educational Television, Elementary Secondary Education, Library Materials, *Library Skills, *Media Selection, Objectives, *Videotape Recordings Identifiers—"Media Literacy
Designed to promote greater exposure to media, expecially side, this excitotion in incorporates

esigned to promote greater exposure to media, cially video, this curriculum plan incorporates

the "Standards of Learning Objectives for Virginia Public Schools" and outlines a variety of learning activities that are specifically geared to the standards for library and information use, keying them to subject matter already included in the curriculum. For each grade level, media activities and book titles for enrichment are provided. In addition, guidelines for off-air recording of broadcast programming for educational purposes are provided. The bibliography contains both sources for video reviews and a listing of wholesale and retail outlets of video acquisition. (EW)

IR 013 186

Seamons, R. Akon
COM-NET Services, Life Span Learning Programs, Educational Telecommunications to Ru-

Utah State Univ., Logan. Pub Date-[87]

Pub Date—[87]
Note—11p.
Note—11p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors—"Cost Effectiveness, "Distance Education, Higher Education, Land Grant Universities, "Lifelong Learning, "Program Evaluation, Rural Areas, "Eacher Student Relationship, ties, "Larens, "Teac Rural Areas, "Teac munications

Rural Areas, "Teacher Student Relationship, Telecommunications Identifiers—"Interactive Teaching, "Utah This report describes the distance education program made available to rural Utah residents by Utah State University via the COM-NET telecommunications system. Both the four distinct delivery networks used and the infrastructure support system are detailed, and information is provided on: student performance and satisfaction with the long distance learning program, which includes courses for eight undergraduate and graduate degrees; instructor preference for various modes of distance education; the courses taught; and the growth of the program, which currently has 1,200 enrollments quarterly. Several research and evaluation projects are described, including two which stress the importance of faculty to the success of the program. A list of 14 references is provided, and two attachments—and sudagram of the system's infrastructure—are included. (EW)

ED 291 374 IR 013 18 Rodgers, Robert J. Bonja, Robert P. Computer Utilization Training in Staff Develop-IR 013 187

Pub Date—[Nov 87]
Note—20p.; Paper presented at the National Conference of the National Council of States on Inservice Education (San Diego, CA, November

rerence of the National Council of States on Inservice Education (San Diego, CA, November 1987).

Pub Type— Guides - Non-Clasaroom (055) —
Speeches/Meeting Papers (150)

EDBS Price - MF01/PO19 Plus Pustage.

Descriptors—Cognitive Processes, Computer Assisted Instruction, Computer Literacy, Databases, Data Processing, Educational Needs, *Inservice Teacher Education, Instructional Design, *Microcomputers, Poststecondary Education, *Staff Development, Word Processing Identifiers—Spreadsheets

Arguing that educators have evolved past the introductory computer literacy stage and now need an enhanced understanding of the uses of the computer as an essential tool of the trade, this paper identifies three factors that need to be considered when designing staff development programs. (1) a review of different cognitive abilities and skills required of students and how they are affected by high technology; (2) the recommendations of major educational studies and reports; and (3) the specific computer utilization skills needed to improve students' critical thinking skills are considered from the perspective of Bloom's Taxonomy of Cognitive Domain, and the needs that should be met by a good computer utilization after henology, the Holmes Group Report, and the carnegie Report (1986). An outline of 15 skills needed in the computer age are suggested as a model to be customized according to local needs and resources, ranging from use of the computer as a tool, through various types of computer software, to classroom applications and peripheral technology. Tips for developing effective programs are also provided, as well as bird descriptions of the successful use of word processing in remedial writ-

ing classes in New Jersey. The need for ongoing support services to extend the training into actual implementation is noted, and several possible ways of providing such services are suggested. (EW)

ED 291 375

ED 291 375

Bates, 4. W.

The Organisation and Management of a European Educational Satellite System.

Report No.—IET-263

Pub Date—[87]

Note—189.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Communications Satellites, Distance Education, "Educational Television, Financial Support, Foreign Countries, "Government Role, "International Cooperation, International Organizations, Models, "Programing (Broadcast), "Public Television Identifiers—Europe (West), "Buropean Economic Identifiers—Europe (West), "Buropean Economic

Identifiers—Europe (West), *European Economic Community

"Public Television Identifiers—Europe (West), "European Economic Community
This paper looks at the possible roles that the European Economic Community (EEC), as a pan-European quasi-governmental institution, might play in the management and organization of a European educational satellite system. The argument is made that there is a need for the EEC Commission to play an ongoing, regulatory role in this area. An examination of ways in which education and training might gain access to a satellite distribution system leads to a discussion of low-powered services and direct broadcasting services, including national systems, pan-European satellite, and possibilities for educational services on the ESA (European Space Agency) Olympus satellite, and nearly system planned for the near future. The roles of different types of organizations in getting a satellite service operational are described, including international regulatory agencies, international consortis, governments, satellite owners and operators, channel operators, and program producers. Economic models for education and training on satellites are also described, i.e., the commercial model, the "must carry" model, and state ownership. Discussion of operating models for providing an educational service covers a free-for-all situation and an educational channel, and descriptions of several ways in which an EEC educational channel could operate includes open access for educational producers and a public service channel. It is concluded that there is a need for a consortium to bring educational television providers together, with the EEC providing baseline funding and a framework in which to encourage the development of an educational satellite channel. (EW)

ED 291 376 IR 013 192 ED 291 376

Eastmond, J. Nicholls, Jr. And Others

Statewide Telecourse Survey: Teachers, Administrators & Students.

Central Utah Educational Services Center, Rich-

Spons Agency—World-Wide Education and Re-search Inst., Logan, UT. Pub Date—11 May 87 Note—98p.

Pub Date—11 May 87
Note—98p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, "Distance Education, Principals, Questionnaires, "Rural Schools, Student Attitudes, Teacher Attitudes, "Telecommunications, "Telecommunications, "Telecommunications, Telecommunications, Telecommunications, Telecommunications, Telecommunications, Telecommunications of rural schools in Utah to determine what courses and inservice training offerings these groups wish to see made available via telecommunications. Delivery systems for such courses would include one or more of the following elements: broadcast media, audio teleconferencing, video teleconferencing, electronic blackboard, slow-scan-video, electronic mail or computer teleconferencing, and telefax. Site visits were made to three rural high schools, from which case studies were developed to provide some idea of the current distance education offerings. The following observations were made from a survey of the questionnaire responses: (1) the provision of certain computer courses via telecommunications is seen as a promising direction by all groups surveyed; (2) there is a consensus among teachers and administrators that the most desirable courses for offering by telecommunications delivery are advanced placement offer-

ings in the math and science areas; and (3) the findings show a certain amount of insecurity on the part of teachers in using telecourses. It is felt that this insecurity can be overcome by use of telecommunications for inservice training and giving teachers direct experience with telecourses. Appendix A provides summaries of the three case studies; Appendix B contains sample questionnaires and accompanying letters; and Appendices C-E present the data from each of the three groups surveyed-teachers, administrators, and students. (EW)

ED 291 377 IR 052 275

ED 291 377
Piotrowski, Chris Perdue, Bob
Accessing the BIOSIS Previews Database in Clinical Psychology,
Pub Date—[88]
Note—88.
Note—89.
Pub Type— Reports - Evaluative (142)
EDRS Price - MP0L/PC01 Plus Postage.
Descriptors—Behavioral Sciences, Citations (References), "Clinical Psychology, Comparative Analysis, Databases, Information Needs, "Information Seeking, "Online Searching, Search Stratagica.

Analysis, Databases, Information Needa, *Information Seeking, *Online Searching, Search Strategies
Identifiers—*BIOSIS Previewa, *PsycINFO
The efficacy of using the BIOSIS Previews database as an online information retrieval tool in clinical psychology was investigated in a study conducted at the University of West Florida. Recognizing the importance of multi-database searching strategies when seeking comprehensive results, this study compared the citation output of this underutilized database to that of PsycINFO for five practical examples of interest to clinical psychologists: (1) hypertension; (2) the Beck Depression Inventory; (3) headache and depression; (4) homicide and gunshot/bullet, and (5) MMPI and law/legal/forensic. For four of the five search examples the number of citations retrieved indicated a superior performance for BIOSIS Previews. In the fifth search, six citations in BIOSIS Preview and 10 citations in PsycINFO yielded 15 unique citations as there was only one overlap. These results attest to the usefulness of accessing BIOSIS as an adjunct retrieval strategy when searching the professional literature in the behavioral sciences. A table displays the results of the five searches for both databases and four references are listed. (CGD)

ED 291 378

Enton, Gale Burgin, Robert
An Analysis of the Research Articles Published in
the Care Library and Information Science Journain of 1963.
Pub Date—[83]
Note—43p.
Pub Type— Reports - Research (143)
EDES Price - MF01/PC02 Plus Postage.
Descriptors—Authors, Classification, Comparative
Analysis, Data Analysis, "Information Science,
"Library Research, "Library Science, Longitudinal Studies, Measurement Techniques, Multidimensional Scaling, Periodicals, Reliability,
Research Design, "Research Methodology, Samidentifiers—"Journal Articles
This study by

Research Desiga, "Research Methodology, Sample Size
Identifiers—"Journal Articles
This study by two Ph.D. students in library selence reviewed a systematic sample of the research literature in library and information science published in 62 core library journals in 1983 to order to identify substantive articles and compare their findings on research methodologies and trends with those reported in a similar study performed in 1980. A sample of 250 articles was selected from the 1,912 substantive articles identified. Each of 61 research articles selected from the sample was then classified by research methodology, subject areas, statistical methods, and author affiliations. The final analysis and comparison led to the following two conclusions: (1) the core of journals under consideration was expanded in the present study, and therefore suggested possible differences in quality as well as quantity of the literature studied; and (2) the study was based on a sample, rather than on all the substantive articles published in core journals during a given year, indicating that less confidence could be associated with the findings on research methodologies. Suggestions for future work in this area include the application of multidismensional scaling techniques in determining the subject areas for the articles, and characterization of the articles by institutional setting rather than by subject. Appended materials include a listing of the 61 research suchodologies.

and 13 tables displaying analyses of the data on the core journals used and on the articles studied. (CGD)

ED 291 379

IR 052 277

ED 291 379
DuBois, Henry
An Assessment Center for Librarians? What Do
Library Managers in the California State University Think?
Pub Date—[83]
Note—99.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plue Postsage.
Descriptors—Academic Libraries, *Administrator
Attitudes, *Assessment Centers (Personnel),
Higher Education, *Job Performance, *Librarians, Library Administration, *Management Development, Needs Assessment, Professional
Development, Simulation, Situational Tests
Identifiers—"California State University, University of Washington

velopment, Smulation, State University, University dentiflers—"California State University, University of Washington
A survey of library directors and assistant/associate directors at the 19 campuses of California State University (CSU) revealed a number of factors mitigating against the implementation of assessment center programs for the development of academic library managers. Respondents were asked in a questionnaire to describe their attitudes toward assessment centers in terms of: (1) assessment support; (2) number of identifiable potential candidates for assessment centers existing in their own libraries; (3) willingness to serve as an assessor; and (4) definition of job dimensions attributable to a CSU library manager. The data collected from 29 of the 44 questionnaires distributed in January 1967 (66.6% response rate) were analyzed, and it was concluded that philosophic differences in the administrators' views of professional development for librarians, as well as ambivalences about the value of programs intended to promote such development, are a major factor working against the implementation of an assessment center specifically for librarians. Three tables display the analyses of data on the administrators' attitudes toward assessment centers; job dimensions of library managers as rated by the CSU administrators; and a transcript of some of the respondents' comments. (CGD)

ED 291 380

IR 052 278

Lermyts, Catherine Philippon, Brigitte
Awareness List of Principal Documents and Publications of the General Information Programms.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-85/WS/25
Pub Date—20

Report No.—PGI-657.
Pub Date—87
Note—110p.; Original French version of this document was published in 1985.
Pub Type— Reference Materials - Bibliographies

ment was pousaned in 1985.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MP01 Plus Postage. PC Not Avalishe from EDRS.
Descriptors—Abstracts, Annotated Bibliographies, "Archives, Citations (References), Conferences, Documentation, Guides, Indexes, Information Dissemination, "Information Science, "International Programs, "Library Science, "Publications, Reference Materials
Identifiers—"General Information Programme, "UNISIST This bibliography lists and provides abstracts for the principal documents and publications of the General Information Programme and UNISIST, including guidelines, studies, manuals, directories, and materials from international conferences that are concerned with various aspects of information science, librarianship, and archive science. The list is designed to facilitate access to this specialized literature by students, teachers, and researchers in these fields. The materials are listed under three headings: (1) modern technologies, standardization, and interconnection of information systems; (2) national information policies and infrastructures; and (3) training of information personnel and information users. Information personnel and information users. Information, the document code and/or ISBN (International Standard Book Number), and an abstract. In addition to the main listing, which is organized by subprogram of the Major Programme VIII of the Second Medium Term Plan for 1934-89, this bibliography includes keyword and author indexes. It is noted that the documents of the Records and Archives Management Programme (RAMP) are listed together for ease of access although they

are divided up among various subprograms. The documents and publications appearing in this bibli-ography are obtainable in printed form free of charge or on microfiche for a fee. (CGD)

IR 052 279

Bullding Library Media Collections: Policies and Procedures for Evaluation and Selection of In-structional Materials. Maryland State Dept. of Education, Baltimore. Pub Date—[87]
Note—22p.; For a related document, see ED 288

Note—22p.; For a related document, see ED 288
344.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDBS Price - MF01/PO1 Plus Postage.
Descriptors—Audiovisual Aids, Cultural Awareness, Elementary Secondary Education, Ethnic Status, "Evaluation Methods, Family Life, Guidelines, "Instructional Material Evaluation, Learning Resources Centers, "Library Services, "Media Selection, Policy Formation, Sex Stereotypes, State Legislation, "Fexthook Selection
This compilation of legal documents and guidelines is intended for use when designing new policies or revising existing policies for the evaluation and selection of print and nonprint instructional materials for elementary and secondary schools and their media centers. These materials focus on the following: (1) texthooks, materials of instruction, and supplies; (2) public school library media programs; (3) review and selection of textbooks and instructional materials; (4) evaluation and selection of instructional materials; (4) evaluation and relative materials materials for family life and human development. (CGD)

ED 291 382

For family life and human development. (CGD)

ED 291 382

Slade, Alexander L. Webb, Barbara
The Canadian Off-Campus Library Services Survey, 1985.
Pub Date—Jan 88

Note—13p.
Pub Type—Reports—Research (143) — Testa/
Questionnaires (160)

EDRS Price—MF9L/PC01 Plus Postage.
Descriptors—"Academic Libraries, "Distance Education, Education Service Centers, Foreign
Countries, Information Services, Interlibrary
Loans, Library Role, "Library Services, Library
Surveys, Needs Assessment, Online Searching,
Postsecondary Education, Questionnaires, Telephone Communications Systems, Universities
Identifiers—"Canada
This report provides a summary of a survey of 42
Canadian university libraries conducted in 1944
which identified 20 libraries that were involved in
providing services for off-campus and distance education students. Thirteen categories were entablished to classify the components of a
comprehensive library service for such students in
Canada. Data from the 20 libraries, the three universities in British Columbis, and the Open Learning
Institute were then entered on a survey form designed to record each institution's involvement in
these 13 categories and the forms were returned to
the respondents for verification. A summary table
displays the results of the data analysis for each of
the libraries and each of the categories: (1) availability of core collections, (2) specific requests; (3) reference queries; (4) special telephone lines; (5)
advertisement of services; (6) a librarian responsible for
such services; (7) support staff responsible for
such services; (8) provision of bibliographic instruction; (9) online bibliographic services; (10) interlibrary loans; (11) charges for services; (10) interlibrary loans; (11) charges for off-Campus Library Services
and "Arguments to Justify the Eatablishment of a
Toll-free Telephone Service for Off-Campus Library Services
and a 15-item selected bibliography. (CGD)

ED 291 383

Mayo, Kathleen, Ed. Health Info at Your Library. A Guide to Devel ing & Promoting Consumer Health Informati Florida State Library, Tallahassee. Pub Date—87 Note—92p.

Pub Date—5/ Note—92p.

Pub Type— Guides - Non-Classroom (055) — Re-ports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

escriptors Consumer Education, Family Health, Quidelines, "Health Programs, "Information Ser-vices, "Institutional Libraries, Library Networks, "Medical Libraries, "Outreach Programs, Public-ity, "Public Libraries sentifiers—"Consumer Health Information,

Identifiers—"Consumer Health Information, Health Promotion
An outgrowth of three seminars sponsored by the State Library of Florida and the Florida Health Science Library Association in June 1985 for public, institution, and health sciences librarians, this guide is a direct response to those librarians? requests for help in letting their communities know that their libraries are accessible and reliable sources of health information. Following a brief introduction, the guide is divided into seven sections: (1) an overview of the Consumer Health Information (CHI) promotion project, which suggests a number of service options that libraries can offer and provides a list of readings to help libraries in establishing their own services; (2) suggestions for using posters, bookmarks, clip art, and other materials for promotion CHI services; (3) a sampler of existing library-based programs and services; (4) CHI resources, including CHI services of some of these materials, information and hottine numbers, a list of professional and volunteer health organizations in Florida, and a list of federal health information clearinghouse; (5) sample reference policies and materials; (6) sources of information and materials on AIDS; and (7) sample brochures, fliers, and bookmarks. (CGD)

ED 291 384

ED 291 384

IR 052 282

Iacoustry Resource Center Workshop. A Training Massal. No. T-48.

CHESS and Associates, Washington, DC.; PADCO, Inc., Washington, DC. Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div. Pub Date—Aug 86

Note—1829.

Available from—Peace Corps, Information Collection & Exchange, Office of Training and Program Support, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Guides—Non-Classroom (955)

tion & Exchange, Office of Training and Program Support, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type— Guides - Non-Clasaroom (055)

EDRS Price - MF01/PC08 Plus Pestaga.

Descriptors—"Developing Nations, "Information Centers, "Information Dissemination, Information Networks, "Information Services, Information Networks, "Information Services, Information Training, "Workshops Information Training, "Workshops Identifiers—"Peace Corps Incountry Resource Centers (IRC) are vehicles for sharing technical information among persons working to further development goals, and the workshop described in this trainer's manual is designed to help local Peace Corps staff and/or volunteers to establish, expand, or improve an IRC appropriate to the needs and conditions of their country. Throughout the workshop, the participants will learn how to take full advantage of the Peace Corps Information Collection and Exchange (ICE) and its extensive resources by incorporating ICE services into an IRC to provide the technical information and ended by volunteers and staff in their work. The workshop design is flexible so that it may be adapted to local conditions, e.g., availability of staff or space. Designed for ease of use by workshop fealistator(s), the manual provides a description of each individual session which includes a list of pola, an overview, a list of objectives, suggestions for trainer preparation, a list of necessary materials, and step-by-step discussions of procedures for conducting that session. Trainer notes provided in separate section following the session descriptions.

(CGD) (CGD)

ED 291 385

Cousineau, Marie-Josee, Comp.

International Directory of Libraries and Documentation Centres in Ternanology — Repertoire international des biblioteques et des centres de documentation en terminologie.

Department of the Secretary of State, Ottawa (Ontario).; International Information Centre for Terminology, Vienna (Austria).

Report No.—ISBN-0-6625-4277-0

Pub Date—86

RIE JUL 1968

Note—207p. Available from—Infoterm, Heinestrasse 38, Vlenna, Austria (free while supply lasts). Language—English; Prench Pub Type—Reference Materials - Directories/Cat-

Austria (free while supply lasta).

Language—English; French
Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Databases, Directories, *Documentation, Global Approach, Indexes, *Information Centers, *Information Dissemination, Information Networks, Institutional Cooperation, *Library Collections, Online Systems, *Reference Services, Shared Resources and Services, Special Libraries, *Vocabulary

Designed to assist terminologists, translators, librarians, and documentalists by promoting resource-sharing, networking, and cooperation in the transfer and dissemination of international terminological data, this directory lists information resources and reference services available from 60 libraries and documentation centers around the world. Profiles of these libraries and centers are presented in either French or English, depending on the language and by the respondent, with bilingual headings, and each entry, for the most part, provides: (1) the official name of the organization with which the library/documentation center is affiliated (names in Greek, Russian, Arabic or other non-Roman alphabets have been transliterated); (2) address; (3) other official name(s); (4) say unofficial name(s); (5) parent organization; (6) founding date; (7) staff; (8) primary clientels; (9) subject field(s); (10) collection(s); (11) specialized collection(s); (12) language(s) in the collection as a whole; (13) services; (14) access; (15) cooperation; (16) databases; (17) terminological data; (18) publications; and (19) library branches. Four indexes are provided: a combined index to organizations, acronyms, and abbreviations; as nidex to acronyms and abbreviations; as the to acronyms and abbreviations; as the first product of the Clearinghouse for Bibliographic Exchange in Terminology (ClearTerm), which was created in April 1985 during the second Infoterm Symposium in Vienna. (CGD)

ED 291 386 IR 052 284

ED 291 386
Laser Disk Systems in Libraries. Summary of Proceedings of FLICC/FEDLINK Institute (Washington, D.C., May 11, 1967).
Federal Library and Information Center Committee, Washington, D.C. Federal Library and Information Network.
Pub Date—11 May 87
Note—12p.
Pub Type— Collected Works - Proceedings (021)—Reports - Descriptors - Descriptors—Academic Libraries, Databases, Elementary Secondary Education, "Information Retrieval, Information Retrieval, Information Services, Law Libraries, "Optical Data Disks, Public Libraries, School Libraries, State of the Art Reviews, "Technological Advancement, "User Satisfaction (Information) Identifiers—Business Research, Library of Congress

Vancement, "User Sausarcton (Information) Identifiers—Business Research, Library of Congress
This document summarizes the nine presentations made at an institute on laser disk systems in libraries held at the Library of Congress in May 1987. The first speaker, Linds Helgerson, discussed advances in CD-ROM technology as well as its advantages and disadvantages. July McQuuen focused primarily on the disadvantages of CD-ROM and urged caution in adopting the new technology. Deborah Bezanson described the implementation and evaluation of patron access to the Psychilit database on CD-ROM in an academic library. Less satisfactory experiences with the use of INFOTRAC by law students and law professionals who had experience with online searching were described by Phil Berwick. Experiences with Books-la-Print Plus (BIP 4) were related by Chester Pletzke, who was favorably impressed by the system but found that listings for publishers were not up-to-date. Charles Worsley discussed applications of CD-ROM in school libraries and outlined plants for implementing CD-ROM systems and problems in dealing with vendors and consultants were discussed by Charles Robinson. Linda Kosmin observed that most producers have been slow to recognize the market potential of scientific and technical libraries for the right products. The final speaker, Michael Halperin, described the advantages of DATEXT as a source of data on indi-

vidual companies and industries. A list of exhibitors at the institute concludes the report. (CGD)

ED 291 387

Armsby, Allen And Others
Library and Learning Resources Management:
Current Trends.

Purther Education Staff Coll., Blagdon (England).
Pub Date—87

Note—83p.
Journal Cit—Coombe Lodge Report; v19 n9
p525-602 1987

Pub Type— Collected Works - General (020) —
Opinion Papers (120) — Reports - Descriptive
(141) (141)

Optaion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Academic Libraries, Computer Assisted Instruction, "Curriculum Development, "Educational Resources, Financial Support, Foreign Countries, Higher Education, "Information Technology, Library Administration, "Management Information Systems, Needs Assessment, Open Education, Staff Role, Student Centered Carriculum Identifiers—"Great Britain

The seven papers that make up this report focus on the impact of new information technology on curriculum and resource management at the college level in England and Wales. A brief preface, as information on the report and introduce the following papers: (1) "Curriculum Developments in Further Education—The Library's Role" (Allen F. Armsby); (2) "Open Learning" (Penny Savage); (3) "Student Centered Learning—Some Implications for Learning Resources Provision" (Lealie Boyce); (4) "Information Technology in College Libraries—A Solution Looking for a Problem" (Chris Leach); (5) "The Organisation and Management of Library and Learning Resources Services" (Linda Davies); and (7) "Evalusting the College Library—Is It Worth If?" (Fevalusting the Colleg

ED 291 388 IR 052 286 Library Information Skills Guide for Oregon Schools, K-12.

Oregon State Dept. of Education, Salem.
Pub Date—[18 Nov 87]
Note—33p.; This document is printed on light

Pub Date—[18 Nov 87]
Note—33p.; This document is printed on light brown paper.
Pub Type—Guides - Claseroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Behavioral Objectives, Cooperative Planning, "Course Integrated Library Instruction, "Curriculum Enrichment, Elementary Secondary Education, Learning Resources Centers, "Library Skills, Liberature Appreciation, Media Specialists, "Skill Development, Teachers, "Team Teaching Cooperative planning by library media teachers and claseroom teachers (K-12) in Oregon schools resulted in this program of library information skills instruction. Based on a skills continuum (sequential development of locational, inquiry-investigation, reporting, literature appreciation, and reading guidance skills), the program reflects a curriculum and format match with the Department of Education Essential Learning Skills and the English Language Arts Common Curriculum Goals. The correlation of the three documents has been divided into two specific areas of responsibility: those areas where the library media teacher is the principal instructor (locating information), and those areas where the claseroom teacher and library media teacher complement each other in teaching the skill (understanding and appreciation of literature). The literature appreciation and information skills presented for mastery in this document appear at the third, fifth, eighth, and eleventh grade levels, although they may be introduced earlier, and it is expected that the learner will be able to demonstrate knowledge and application of the skill by the end of the prescribed grade. (CGD)

ED 291 389 Everhart, Nancy MMI Preparate IR 052 287 ntory School Computerized Model

Library.
MMI Preparatory School, Freeland, PA.
Pub Date—[86]
Note—36p; Photographs may not reproduce well.
Available from—MMI Preparatory School Library,
154 Centre Street, Freeland, PA 18824 (\$7.50).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MP01/PO2 Plus Poetage.
Descriptors—"Library Administration, "Library Instruction, "Library Services, "Media Spocialists, "Microcomputers," Private Schools, Secondary Education, Word Procussing
This bookies provides a detailed description of the computerization of the library of MMI Preparatory School, a private, non-acctanian college preparatory School, a private, one-acctanian college preparatory School, a private, non-acctanian college preparatory (2) omline reference naturals, (10) resultation; (2) omline reference naturals, (10) revaluations of hardware and software; (3) circulation; (4) word processing; (1) interfibrary loan services; (12) use of word processing to produce bibliographies; (13) use of database management programs for library management; and (14) a workshop for teachers. Recommendations are provided for others who may wish to emulate all or parts of the program, including a detailed time and cost analysis chart. (Author/COD)

ED 291 390 IR 052 28 Mandel, Carol A. Multiple Thesauri is Online Library Bibliographic IR 052 288

Systems.

Library of Congress, Washington, D.C. Processing

Pub Dute—87
Note—108p.; Some pages contain small, light type.
Available from—Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541 (\$15.00).
Pub Type— Reference Materials—Vocabularies/Classifications (134)—Reports—Descriptive (141)

EDRS Price—MP01/PC05 Plus Pustage.
Descriptors—Bibliographic Coupling. "Coordinate Indexes, Indexing, "Information Retrieval, Online Catalogs, "Online Systems, Online Vendors, "Search Strategies, "Subject Index Terms, "Thesauri

"Search Strategies, "Subject Index Terms, "Theasuri
Identifiers—"Library of Congress
This report responds to the need for North American libraries to provide computer support for multiple subject lists or controlled vocabularies as they
sutomate separate catalogs using specialized thesauri for certain subject areas, materials, and audiences in addition to their main library catalogs. The
focus of the report is the integration of the areas of
thesaurus management, subject authority control,
and subject searching in a system where the thesaurus is maintained as an authority file, and is indexed
and linked to bibliographic records for searching,
Divided into five major sections, the report providex (1) an overview of multiple thesauri and computer support for controlled vocabularies; (2) a
discussion of thesaurus management, including
computer support for relating multiple thesauri; (3)
a review of subject authority control, including
background information and descriptions of seven
systems, i.e., ORION, WLN computer system, DOBIS as implemented by the National Library of Conada, UTLAS, Geac bibliographic processing system,
(NOTIS), and Cartyle systems TOMUS; (4) a discussion of subject searching which includes online
catalog search features and approaches to retrieval
of multiple subject vocabularies; and (5) a description of computer support for multiple thesauri at the
Library of Congress, including online subject suthority control and online subject asthority control and online subject as-

IR 052 289

Weeck, Terry L.

Report on 1967 Evaluation of the Illinois Board of Higher Education's Cooperative Collection Management Program.

Illinois Association of Coll. and Research Libraries, Urb

Spons Agency—Illinois State Board of Higher Edu-cation, Springfield. Pub Date—Nov 87 Note—70p.

Note-70p.

Pub Type— Reports - Evaluative (142) —
Tests / Questionnaires (160).

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—"Academic Libraries, "Evaluation
Methods, Higher Education, "Library Adminis-

tration, *Library Collection Development, Program Evaluation, Questionnaires, Shared Library Resources, *Specialists, State Programs, Tables (Data)

Resources, "Specialists, State Programs, Tables (Data)
Identifiers—"Illinois

An evaluation of cooperative collection management among academic libraries participating in the Illinois Collection Analysis Matrix (ICAM) was consducted in March 1967 by the Illinois Association of College and Research Libraries (IACRL) and the Illinois Board of Higher Education (IBHE). Data were gathered from two questionnaires, one of which was sent to the 28 ICAM libraries and the other to 58 ICAM subject specialists. The response rate was 82% for the institutional questionnaire (23 library directors), and 62% for the subject specialist questionnaire (36 subject specialists). Analyses of the data obtained through the questionnaires indicated that, overall, subject specialists and library directors were satisfied with the IACRL/IBHE efforts on cooperative collection development (CCD), although ratings of the various aspects of the program differed between the two groups. Additional evaluations based on ICAM data and other sources investigated the percentage increase of library collections; bibliographic and physical access provided by the libraries; subject specialists' assessment of values; internal validity of the Existing Strength Collection (ESC) and Current Collection Intensity (CCI) codes used in ICAM; and alternative funding models. Appended materials include copies of the responses to the subject specialist questionnaire; to the institutional questionnaire; a summary of the responses to the subject specialist questionnaire; and comparison of ICAM collection growth among four Illinois university libraries and all ICAM libraries; and a comparison of research level collections as indicated by ESCs in the 1986 ICAM. (CGD)

ED 291 392 IR 052 290

Brudy, Elleen D.
Selective Subject Guide to the UNF Library
Reference Collection.

Brudy, Elsen II.

Selective Subject Guide to the UNF Library Reference Collection.

University of North Florida, Jacksonville.

Pub Dato—Dec 87

Note—59p.

Pub Type— Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MP91/PC03 Plus Pestage.

Descriptors—Academic Libraries, Cataloging, "Classificatioe, Higher Education, "Indexing, "Reference Materials Identifiers—Library of Congress Classification, University of North Florida

This subject guide to materials in the reference collection of the Thomas G. Carpenter Library at the University of North Florida brings together reference works on similar subjects that are estaloged under dissimilar Library of Congress call numbers. The reference works listed are some of the more notable and frequently used titles in the collection and are representative of pertinent subject areas. The list is in alphabetical order and includes approximately 111 subject headings. Following each subject heading are the titles of pertinent reference works and their call numbers. (CGD)

ED 291 393 IR 052 291 ED 291 393

Annual Program: Library Services and Construction Act, 1987-1988.

South Carolina State Library, Columbia.

Pub Date—88

Note—122p; For the 1986-1987 report, see ED

281 350.

Note—122p.; For the 1986-1987 report, see ED 281 550.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDBS Price - MP91/PODS Plus Poutage.
Descriptors—Library Administration, Library Cooperation, Library Administration, Library Services, Program Descriptions, "Program Development, "Public Libraries, Records (Forms), "State Aid, "State Libraries, Rate Programs, Statewide Planning Identifiers—Library Development, "Library Services and Construction Act, "South Carolina State Library This report presents the 1978-1988 annual Library Services and Construction Act (LSCA) program for the South Carolina State Library. This program includes facal information and project descriptions for the following LCAS projects under Title 1-Library Services: (1) Projects IA-General Administration; (2) IB-Library Interpretation; (3) IIIA-General Operations; (4) IIIB-Strengthening the State Library Agency; (5) IIIA-Field Services; (6) IIIB-Career Education; (7) IIID-Service to the Dis-

advantaged; (8) IIIE-Library Development; (9) IIIF-Service to Children; (10) IIIG-Audiovisual Program; (11) IIIIH-Public Library Automation and Technology; (12) III-I-Literacy; (13) IV-Service to the Blind and Physically Handicapped; and (14) V-Institutional Library Services. Proposals for a Title III project for interilibrary construction and a Title III project for public library construction and a realised information provided includes the fiscal hreakdown for each Title I project on federal (1987, 1988), state (1988), and local (1988) levels, LSCA staff and staff responsibilities, the operating budget for all title projects (1988 funds), and detailed project descriptions for all title projects, including individual project objectives, needs assessment, service groups, activities to be used to meet objectives, when and where project will be administered, key libraries involved, estimated cost and sources of funding, method of administering project, and method of evaluation. (CGD)

ED 291 394 IR 052 292
The South Carolina Program for Library Development, 1987-1990 under the Library Services and Construction Act (P.L. 98-480, FY 1983).
South Carolina State Library, Columbia.
Pub Date—[88]
Note—72p.; For the 1986-1989 report, see ED 281
561.

Pub Type— Guides - General (050) — Legal/Legi-lative/Regulatory Materials (090) — Reports -Research (143)

lative/Regulatory Materials (1909) — Reports - Research (143)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Information Needs, *Library Cooperation, Library Networks, Library Personnel, *Library Planning, *Library Services, *Library Standards, Long Range Planning, Objectives, *Program Development, State Libraries, Statewide Planning Identifiers—Library Development, *Library Services and Construction Act, *South Carolina, South Carolina State Libraries, South Carolina State Libraries, *Victoria Services and Construction Act, *South Carolina, South Carolina State Library Prepared as an outline of the long-range South Carolina Library development program required by the Library Services and Construction Act, (LSCA), this document describes: (1) the library public, with emphasis on the disadvantaged, illiterate, blind and physically handicapped, persons with limited English speaking ability, the elderly, and the institutional south Carolina's libraries and their needs, including discussions of the state, public, institutional, academic, and major urban resource libraries, school library media centers, and TEC (technical College) learning resource centers; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library buildings, and intertibrary cooperation; and (4) program goals and objectives, which include the strengthening of the state library, improving public library services and physically handicapped, and facilitating utilization of the state's total library resources by means of library cooperation. (CGD)

ED 291 395

ED 291 395

IR 052 294

Sonnemann, Gail J. And Others

Teaching Research Strategy: Resources for English
302 Instructors.

George Mason Univ., Fairfax, Va.

Pub Date—Aug 87

Note—8p.

Pub Type— Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

EDRS Fries - MF01/PC04 Flus Poetage.

Descriptors—College English, "Course Integrated Library Instruction, Databases, Higher Education, "Information Retrieval, "Information Sources, Needs Assessment, "Reference Services, "Research Skills, Resource Materials, "Search Strategies, Teaching Guides, Worksheets
This instructional package describes techniques that reference librarisms at George Mason University (Virginia) have found to be successful and offers specific suggestions for the application of those techniques to teach research skills to students in English 302. The first of three major sections discusses the assessment of student library skills, bi-intray skills objectives, the search strategy, and library instruction resources and strategies, and provides a checklist and timetable. The second section presents a list of library skill objectives for English 302 students which includes a teacher's guide to resources for the course. Outlines for eight loctures on search strategy are presented in the third section, which covers overview sources, bibliographies, in-

desses and databases, interpreting bibliographic cita-tions, recognition of authoritative sources, locating sources, serendipity, and use of the reference desk for further information. Twelve appendices include a library pres-test with answer key; a glossary of li-brary terms, a list of English 302 transparencies; handouts on subject encyclopedias, U.S. govern-ment documents, citation indexes, periodical in-dexes, and identifying and deciphering bibliographic citations; two worksheets on library research; and a list of handouts available at the ref-erence desk. (CGD)

ED 291 396
Urbana School Libraries: Curriculum, Operati Services. Second Edition.
Urbana School District 116, Ill.
Pub Date—Sep 87
Note—352p. IR 052 295

Note—355p. Available from—Thomas Paine School Librarian, 1801 James Cherry Drive, Urbana, IL 61801

1801 James Cherry Drive, Urbana, IL 61801 (319.00).
Peb Type—Guides - Clastroom - Teacher (052) —
Legal/Legislative/Regulatory Materials (090) EDRS Price - MF91/PC15 Plus Postage.
Descriptors—Curriculum Guides, Directed Reading Activity, Elementary Secondary Education, Learning Resources Centers, Library Administration, "Library Instruction, "Library Services, Library Skills, Media Specialists, Reading Programs, Research Skills, "School Libraries, Study Skills
This two-nart seasons

Services, Library Skills, Media Specialisia, Reading Programs, Research Skills, *School Libraries,
Stady Skills
This two-part manual presents both a library curriculum for elementary and secondary school students and a handbook of policies and procedures for
library operations and services. Part 1 (238 pages)
is a two-part library skills curriculum guide for
grades K-12 includes brief discussions of general
student goals, main ideas, and the thinking procasses as well as an introduction to the curriculum.
Organized by grade level(s), the curriculum on research and reference skills covers library orientation, arrangement of books, the card catalog, parts
of the book, encyclopedias, periodicals and their
indexes, geographical reference tools, biographical
tools, other specialized reference
contests; a read-to program; exhibits, displays, and
bookmarks; awards for children's books; book fairs,
recycling books, peer recommendations; individual
guidance; and special services to various groups of
students. Part 2 (106 pages) on library operations
and services details policies and procedures concerning library personnet; library material selection;
budgeting; acquisition of both print and nonprint
materials and equipment; district cataloging; circulation; inventory; audiovisual and computer services; faculty support services; supplementary
resources, an

ED 291 397 IR 052 296
Gorman, Kathleen L.
Use of the University of Minnesota's Walter
Library: A Follow-Up Survey of Student Users.
Minnesota Univ., Minneapolis. Univ. Libraries.
Pub Date—May 84
Note—73p; For the earlier survey, see ED 284 570.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (166)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—8 Academic Libraries, *College Students, Demography, Evaluation Criteris, Followup Studies, Higher Education, Library
Facilities, Library Services, Library Surveys, Multiple Regression Analysis, *Predictor Variables,
Questionnaires, *Student Characteristica, *User
Setisfaction (Information), *Use Studies
Identifiers—"University of Minnesota
The purpose of this study conducted in May 1984
was to: (1) develop a demographic profile of the
typical student user of Minnesota University's Walreal-Library; (2) confirm the validity of a similar
survey conducted the previous year; and (3) determine why subjects used this particular library. The
third objective was added to this survey via the inchasion of evaluative variables to determine whether
a correlation existed between the students' overall
astisfaction with Walter Library and their use/nonuse of materials and services, activities while in the
library, rezaons for choosing Walter Library, major

areas of study, and grade point averages. A total of 555 students out of the 910 approached (61% response rate) completed questionnaires. Data collected were used to examine six hypotheses which suggested that overall student library satisfaction, number of visits within the past year, duration of library visits, and use/non-use of each of 10 areas of the library, nine specific library materials, and four specific library pervices were functions of such variables as user demographic characteristics. Pearson Product Correlation and multiple regression snally-sis were used to test the correlation, and it was concluded that the previous survey findings were valid. In addition, a demographic profile of the typical student user of the library was compiled through the tabulation of descriptive data. However, the evaluative variables added to this survey were no more conclusive in predicting why students used Walter Library. Five appendixes include the questionnaire, descriptive statistics, and multiple regression analyses of the data. (CGD)

ED 291 398 IR 052 297 Using Your Library Effectively.
Hennepin County Library, Minnetonka, MN.
Pub Date—87

Hennepin County Library, Minnetonka, MN.
Pub Date—87
Note—42p.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MFB1 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescenta, Adults, "Library Instruction, "Library Services, "Public Libraries, Reference Materials, "Search Strategies, "Users (Information), "Workshops
This collection of materials for a three-hour instructional program for young people and adults in the effective use of the public library includes an introduction to the program, a teaching guide for the librarian, a packet of materials for students, and a summary of 90 evaluations of the program as it was presented at two area libraries and three community libraries in the Hennepin County (Minnesota) Library system in 1987. The search strategy workshop begins with a slide or video tape introduction describing the range of resources available in the library, which is followed by a description of the book and microfiche catalogues. Participants are then given a tour of the library and instructed in the use of periodicals, periodical inderes, selected reference books, and how to expand their options for services and materials through interlibrary loan and Metropolitan and State Networks. Flip charts, transparencies, handouts, sample pages, and a slide spe show, "Books and a Whole Lot More," are used as visual sids. Approximately 400 people take and evaluate the course each year, resulting in an ongoing revision of the manual by the program librarians. (CGD)

ED 291 399 IR 052 299

ED 291 399

IR 052 299

Shabowich, Stanley A.

The Acquisitions Librarian in Academic Libraries.

Pub Date—[85]

Note—18,1

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—'Academic Libraries, Budgets, Higher Education, 105 Satisfaction, "Librarians, Library Administration, Periodicals, Questionaires, "Research Libraries," Resource Staff, Specialists, "Staff Role

The purpose of this study was to gather five categories of data on acquisitions librarians in scademic libraries: which libraries employ them; their managerial status; their goals; the satisfaction they derive from their work and positions; and their influence on library policies. Two surveys, "Role of the Acquisitions Librarian in University and College Libraries," were sent nationwide to 312 college and university libraries. Fifty-three percent responded with valid questionnaires. Principal findings revealed that: (1) five distinct classes of libraries could be identified and ranked-research, strong, good, acceptable, and marginal; (2) the position of acquisitions librarian is more prevalent at higher ranked libraries; (3) a significant percentage of good and acoeptable librarian is more prevalent at higher ranked libraries; (3) a significant percentage of good and acoeptable incommon department; (4) non-librarian managers a scorptable and marginal levels are also engaged in other work; (5) the number of non-managerial acquisitions librarian librarian devote their efforts to running the acquisitions department, while managers as acceptable and marginal levels are also engaged in other work; (5) the number of non-managerial acquisitions librarians.

ans increases with the lower ranked libraries; (6) job satisfaction and ultimate professional goals in the position of acquisitions librarian increase with each reduction in library class; and (7) a large percentage of acquisitions librarians greatly influence deciof acquisitions nor-sion-making. (CGD)

ED 291 400

IR 052 300

BIS Handbook: An Organizational Manual & Directory, Revised.
Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.

Pub Date—Dec 87

Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section. Pub Date—Dec 87
Note—67p. Prepared by the Communication Committee of the Bibliographic Instruction Section of the Association of College and Research Libraries. For the 1986 edition, see BD 282 565.
Pub Type—Legal/Legislative/Regulatory Materials (990) — Reference Materials - Directorics/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Administrative Organization, Committees, Group Membership, "Library Associations, Library Instruction, Programs, Publications, Records (Forms) Identifiers—"ACRL Bibliographic Instruction Section, Association of College and Research Libraries, Bylaws
This handbook was prepared for the officers and committee members of the ACRL (Association of College and Research Libraries) Bibliographic Instruction Section (BIS). Published annually, the handbook details the organizational structure of BIS, provides procedural information, and high-lights section activities and resources. In addition, the handbook lists committee charges and membership rosters, including those of the executive, advisory, clearinghouse, communication, computer concerns, conference program planning, continuing education, education for bibliographic instruction, librarian award, nominating, planning, policy, preconference, and research committees. Four appendixes provide forms for committee volunteers, budget requests, requests for payment, and change of address. (Author/CGD)

ED 291 401

ED 291 401.

Cost-Benefit Analysis of U.S. Copyright Formalities. Final Report.

King Research, Inc., Rockville, Md.

Spons Agency—Library of Congress, Washington,

D.C. Copyright Office.

Pub Date—Feb 87

Pub Date—Feb 87
Note—174p.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MF01/F07 Plus Pestage.
Descriptors—*Administrator Attitudes, Comparative Analysis, "Copyrights, "Cost Effectiveness, Fashion Industry, Feasibility Studies, Flim Industry, Foreign Countries, "Intellectual Property, Interviews, Lawyers, "Legal Responsibility, "Ownership, Questionnaires Identifiers—England, France, Sweden, United States

Identifiers—England, Prance, Sweden, United States
This study of the feasibility of conducting a cost-benefit analysis in the complex environment of the formalities used in the United States as part of its administration of the copyright law focused on the formalities of copyright notice, deposit, registration, and recordation. The U.S. system is also compared with the less centralized copyright systems of three members of the Berne convention: England, France, and Sweden. Data were obtained through interviews conducted via telephone calls and letters with key individuals from the U.S. copyright community, the U.S. Copyright Office, and non-U.S. intellectual property sources; a survey of 233 copyright attorneys and senior executives in the U.S. copyright office, motion picture and textille industries; and a cost-benefit analysis of activities associated with copyright formalities in the U.S. Copyright Office. Four principal advantages of copyright formalities, and expediting infringement; (2) they enhance entitlement of the copyright; and (4) they provide a mechanism for collecting statutory damages. Opinions of respondents also showed that they overwhelmingly of the copyright; and (4) they provide to mechanism for collecting statutory damages. Opinions of respondents also showed that they overwhelmingly systems in several important respects. Hypotetical possibilities of maintaining the U.S. system to be superior to non-U.S. copyright the U.S. system to be superior to non-U.S. copyright the U.S. system to be superior to non-U.S. copyright the U.S. system to superior to non-U.S. copyright the U.S. system to be superior to non-U.S. copyright the U.S. system to superior to non-U.S. copyright the U.S. system to be superior to non-U.S. copyright the U.S. system to superior to non-U.S. copyright the U.S. the superior to non-U.S. copyright the U.S. the superior to non-U.

the survey questionnaire; a list of individuals inter-viewed in England, France, and Sweden; and exam-ples of questions asked about European intellectusi-property systems. (CGD)

IR 052 302 ED 291 402

White, Lucinda M.
Guide to Sources: Advertising, Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date—Sep 87

White, Lucinda M.
Gaide to Sources: Advertising, Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date—Sep 87
Note—3p.
Pub Type— Guides - Non-Clasaroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PO01 Plus Postage.
Descriptors—Academic Libraries, "Advertising, Annotated Bibliographies, Classification, Higher Education, Indexes, Information Seeking, "Information Sources, Library Guides, "Reference Materials, Reference Services, Subject Index Terms Identifiers—University of Maine
This guide is designed to introduce the student to some of the major sources of advertising information available in the Fogler Library at the University of Maine. A brief description and exploration of the card catalog, Library of Congress Subject Headings, Library of Congress Cubject Headings, Library of Congress Subject Headings, Library Subject Headings, Library Subject Headings,

Putterson, Thomas H., Comp.
Guide to Sources: American History.
Maine Univ., Orono, Raymond H. Fogler Library.
Note—Jun 87
Note—11p.

Maine Univ., Orono, Raymond H. Fogler Library. Pub Date—Jun 87
Note—Hip.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographics (131)
EDRS Price - MP01/PCD1 Plus Prestags.
Descriptors—Abstracts, Academic Libraries, Annotated Bibliographics, Classification, Higher Education, Indexes, Information Seeking, Information Sources, Library Guides, Local History, "Reference Materials, Reference Services, Subject Index Terms, "United States History Identifiers—"University of Maine.
Designed to introduce students to some of the basic bibliographic tools in American history available in the Fogler Library at the University of Maine, this guide begins by listing examples of relevant Library of Congress Subject Headings and providing brief explanations of the call numbers and classification systems (Library of Congress and Dewey Decimal) used in Fogler Library, It then list and describes information sources in 16 categories: abstracts; atlases; hibliographies; biographical sources; card catalog; dictionaries; dissertations; encyclopedias; government documents (bibliographies sources; card catalog; dictionaries; dissertations; encyclopedias; government documents (bibliographies; biographical sources; card catalog; dictionaries; dissertations; encyclopedias; government documents (bibliographies; biographical information sources available to them include computer searches, a computer print-out listing specific periodical holdings in American history, and the assistance of a reference librarian. (CGD)

ED 291 404

Rutterson, Thomas H.
Galdie to Sourcesc Canadiana, Revised.
Maine Univ., Orono, Raymond H. Fogier Library.
Pub Date—Oct 87.
Noto—159.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postaga.
Descriptors—Abstracts, Academic Libraries, An-

notated Bibliographies, Biculturalism, Canada Natives, Canadian Literature, Classification, For-eign Countries, Higher Education, Indexes, infor-mation Seeking, Information Sources, Library Guides, North American History, *Reference Materials, Reference Services, Subject Index

*Canadian Studies, *University of

Identifiers—"Canadian Studies, "University of Maine
This guide is a selective introduction to the major research tools in Canadiana found in the Fogler Library at the University of Maine. A brief description and explanation of the card catalog, Library of Congress Classification System, and the Dewey Decimal System precede the annotated listing of specialized library reference sources on Canadiana. These materials are listed in 17 categories: general reference works; almanacs and annual guides; archives and manuscript collections; atlases; bibliographics; biographical sources; dictionaries; directories; dissertations; encyclopedias and handbooks; guides to instructional materials; indexes and abstracts; microform research collections (in process); newspapers; statistical references; government documents; and special collections. Concluding remarks inform researches; a collection of current Canadian teleghone directories; and the services and activities of the Canadian-American Center, Canada House, on the Orono campus. (CGD)

ED 291 405

ED 291 405 IR 052 305

ED 271 *407
Goodwis, Bynas
Guide to Sources: Colleges & Universities, Graduate Programs, Transfer Information, Financial Aid, Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Data—Sep 87

Note—7p.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MPDI/PC01 Plus Postage.

Descriptors— Academic Libraries, *College Choice, *College Entrance Examinations, Graduate Study, Higher Education, Indexes, Information Seeking, *Information Sources, Library Guides, *Reference Materials, Reference Services, Student Financial Aid, Subject Index Terms, Transfer Policy

dent Financial Aid, Subject Index Terms, Transfer Policy Identifiers—"University of Maine
This library guide lists some of the more useful sources of information about colleges and universities that are available in the Fogler Library at the University of Maine. The 99 items cited are listed in four categories: (1) colleges and universities, including general, graduate, and foreign programs; (2) preparation for admission exams; (3) transfer information; and (4) financial sid. Additional sources of information on U.S. and foreign colleges, a small hard copy collection of catalogs from northeast and eastern Canadian colleges, and a computer service providing details about career opportunities, two and four-year colleges and graduate schools, and financial aid opportunities. (CGD)

ED 291 406 IR 052 306 Goodwin, Bryun Guide to Sources: Education. Revised. Maine Univ., Orono, Raymond H. Fogier Library. Pub Date—Aug 87

Maine Univ., Orono, Raymond H. Fogler Library. Pub Date—Aug 87
Note—12p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MPD1/PC01 Plus Postage.
Descriptors—Abstracts, Academic Libraries, Annotated Bibliographies, Bibliographic Databases, Classification, *Education, Indexes, Information Seeking, *Information Sources, Library Guides, Online Searching, *Reference Materials, Reference Services, Subject Index Terms
Identifiers—Guniversity of Maine
An informal handbook for both the undergraduate and graduate student in education, this guide begins by briefly describing and explaining the card catalog, Library of Congress Subject Headings, Library of Congress Classification System, and the Dewey Decimal System. It then lists some of the more useful materials and reference works basic to general research and gives their location in Rogler Library at the University of Maine. The 14 categories of information described in the guide include: (1) elstracts and indexes; (2) audiovisual sources; (3)

computerized searching; (4) directories; (5) disser-tations; (6) encyclopedias and dictionaries; (7) free materials; (8) guides; (9) handbooks; (10) journals; (11) statistical sources; (12) style manuals; (13) tests; and (14) yearbooks. Brief annotations accom-pany the majority of examples cited, and the various collections of print and nonprint materials available in the learning materials center are briefly de-scribed. (CGD)

IR 052 307 IR 052 307 Goodwin, Bryan Schrosder, Paul Guide to Sources: Using ERIC on Dialog's On Diae.

Maine Univ., Orono, Raymond H. Fogler Library.

Pub Date—Oct 87

Note.—2-

Maine Univ., Orono, Raymond H. Fogler LibraryPub Date—Oct 87

Note—3p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, "Databases,
Higher Education, "Information Retrieval, Information
Sources, Library Research, "Optical Data
Disks, Reference Materials, "Search Strategies,
Users (Information)
Identifiers—*DIALOG OnDisc, "ERIC, University of Maine
This user's guide to conducting a preliminary
search of the ERIC (Educational Resources Information Center) database on CD-ROM (Compact
Disk Read-Only Memory) begins by briefly describing the types of materials found in ERIC and explains the four steps common to the any computer
search: (1) definition of topic elements and formation of concept groups of related terms; (2) gathering of terms of one concept group into a basic set of
records; (3) modification of this set by adding new
groups of related terms; and (4) display and printing
of results. Computer commands and instructions for
each of these steps are provided to reinforce the
menus that appear on the screen during a search.
Other useful commands are also briefly described,
and students who wish more thorough searches of
BRIC and/or access to information in other sres
are advised to speak with the reference librarians.
(CGD)

ED 291 408 IR 052 308 Johnson, Melvin W. Gulde to Sources: Music. Revised. Maine Univ., Orono, Raymond H. Fogler Library. Pub Date—Aug 87

Pub Date—Aug 87
Note—8p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDBS Price - MF0L/PC01 Plus Pestage.
Descriptors—Academic Libraries, Classification, Indexes, Information Seeking, Selection Sources, Library Guides, Music, Perference Materials, Reference Services, Subject Index Terms Identifiers—University of Maine
Designed to introduce the student to some of the bibliographic tools used to locate information on music in the Fogler Library at the University of Maine, this guide begins by listing examples of relevant Library of Congress subject headings and providing brief explanations of call numbers and Classification systems (Library of Congress and Dewey Decimal) used in Fogler Library. The materials in this selected list of sources of information available to the beginning researcher are then listed in nine categories: (1) bibliographies of literature about music and bibliographies of music; (2) biographical sources; (3) dictionaries and encyclopedias; (4) discographies; (5) indexes; (6) music instory; (7) research guides; (8) style manuals and writing guides; and (9) thematic indexes. Brief amoutations accompany the majority of the items cited, and the types of recordings and audiovisual materials available in the listening center are briefly described. (CGD)

ED 291 409

IR 052 309

IR 052 309 ED 291 409

ED 291 409

RO 50/fer, Libby P.
Guide to Sources: Social Work. Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date—Jan 38
Note—12p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MP01/PO1 Plus Pestage.
Descriptors—Abstracts, Academic Libraries, Annotated Bibliographies, Higher Education, Information Seeking, "Information Sources, Library Ouides, Online Searching, "Reference Materials, Reference Services, "Social Work, Sociology Identifiers—"University of Maine Orono

RIE JUL 1988

This guide and annotated bibliography is designed to introduce students taking social work courses to the basic research tools in their field that are available in the Fogler Library at the University of Maine. Brief explanations and examples are provided of the relevant Library of Congress subject headings and call numbers used in Fogler Library, as well as the card catalog and computer search services available. The guide then provides an annotated listing of materials in nine categories: (1) abstracts and indexes; (2) bibliographies and guides (both general and specialized); (3) dictionaries; (4) directories; (5) encyclopedias; (6) federal and state government and legal publications; (7) statistical sources; (8) study guides; and (9) style manuals. (EW)

ED 291 410 IR 052 310

Soifer, Libby P.
Guide to Sources: Sociology, Revised.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date.—Jan 88

Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date—Jan 88
Note—10p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, Academic Libraries, Annotated Bibliographies, Higher Education, Information Secking, *Information Sources, Library Guides, Online Searching, *Reference Materials, Reference Services, *Sociology Identifiers—'University of Maine Orono
This guide and annotated bibliography is designed to introduce sociology students to the basic research tools in their field that are available in the Fogler Library, as well as the Card catalog and examples are provided of the relevant Library of Congress subject headings and call numbers used in Fogler Library, as well as the card catalog and computer search services available. The guide then provides an annotated listing of materials in nine categories: (1) abstracts and indexes; (2) bibliographies (both general and specialized); (3) dictionaries; (4) directories; (5) encyclopedias; (6) guides; (7) statistical sources; (8) government documents; and (9) style manuals. (EW)

IR 052 311 ED 291 411

White, Lucinda M.
Guide to Sources: Term Paper Strategy.
Maine Univ., Orono, Raymond H. Fogler Library.
Pub Date—Aug 87

Note—Aug s / Note—Aug s / Note—Aug s / Note—Aug s / Note—Sp. Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Academic Libraries, Encyclopedias, Guidelines, Higher Education, Indexes, *Information Seeking, Library Guides, *Research Papers (Students), *Search Strategies Identifiers—"University of Maine Orono This two-page guide suggests an eight-step term paper research strategy for students using the Fogler Library at the University of Maine. The student is first guided to encyclopedias for overview articles with bibliographies, then directed to the card catalog; periodical indexes; and indexes for books, journal articles, and newspaper articles. Finally, students are directed to style manuals for assistance in organizing and writing the paper, and for footnote and bibliography preparation. (EW)

ED 291 412 IR 052 312

Browne, Mairead Information Enterprises in Australia: A First Pro-

Kuring - gai Coll. of Advanced Education, Lindfield (Australia). Rub Date—85 Rub Date—85

Note—124p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Foreign Countries, Industry, *Infor-mation Centers, Information Scientists, *Informa-tion Services, *Information Sources, *Information Transfer, Models, Organizations (Groups), Surveys Identifiers—*Australia (New South Wales), Infor-mation Industry, Information Sector, *Private Sector

Sector The major objectives of this study of the private sector segment of the information industry in New South Wales, Australia, were to identify and categorize the information enterprises, and to provide a

basis for the development of a broad model of the information transfer process. A non-random survey of information organizations was made, and the printed materials provided by the organizations were analyzed. Profiles were made of each of the 80 responding organizations that fit the "information enterprise" definition, although the organizations are identified by fictitious names. Information enterprises were then categorized into two major groupings—information management enterprises and information service enterprises—and categorized in sub-groupings within the two major groupings. A table was developed to summarize the services provided by both types of enterprises, and a model of the information transfer process was developed to relate the information enterprises and their activities to the wider information transfer process. The model is also provided in diagram form, and a 44-tiem reference list is provided. Six appendixes contain background material, a copy of the letter to organizations requesting information for the study, a list of organizations arranged in categories, and a list of the names and addresses of organizations state participated in the study. (EW)

IR 052 313 ED 291 413 lden, Jill R. J.

Opportunities in the United States for Education in Book and Paper Conservation and Preserva-

Pub Date-Jan 88

Pub Date—Jan 88
Note—25p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF0L/PC01 Plus Postags.
Descriptors—*Archives, *Books, Higher Education, *Institutes (Training Programs), *Internship Programs, Organizations (Groups), *Preservation, Professional Continuing Education, Seminars, Workshops
Identifiers—Book Binding, *Book Preservation, *United States
This perser describes opportunities for education

*United States

This paper describes opportunities for education in the United States in the field of book and paper conservation and preservation. Included is information on programs of study; internships; and courses, workshops, and seminars. Also provided is a list of organizations (with addresses and telephone numbers) and publications concerned with the conservation and preservation of books and other paper materials. A nine-item bibliography is included. (Author/EW)

JC

ED 291 414 JC 880 008

Characteristics of Successful Developmental Edu-

Spons Agency—Appalachian State Univ., Boone, NC. National Center for Developmental Educa-

Pub Date-Dec 87

tion.
Pub Date—Dec 87
Note—Sp.
Journal Cit—Review of Research in Developmental Education; v5 al pl-5 1987
Pub Type—Collected Works - Serials (022) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Developmental Studies Programs, Postsecondary Education, *Remedial Instruction, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Student Relationship, *Teaching Skills, Teaching Styles
The body of folk wisdom and research on the characteristics of successful developmental educators indicates, among other findings, that: (1) the single most important factor influencing learning is not the teacher but what the learner already knows; (2) excellence in teaching involves a genuine concern for students; (3) successful instructors are flexible, willing to learn from students, and able to create environments where all learners gain; (4) exceptional teachers have the ability to plan and present goals to students so that students see a connection between class work and job skills; have a respect for students; use a variety of techniques to encourage student participation; and give academic feedback to students and adjust teaching to provide specific remediation opportunities; and (5) the excellent instructor understands students and meets their needs because he/she demands excellence, and has skills and knowledge, the ability to generate motivation,

and organizational talents. Most of the qualities of superior teachers identified in the literature fall un-der the self-actualization category of Maslow's hier-archy of needs. The implications of these findings are, first, that there is a difference between instruct-ing and teaching/mentoring; second, instructors must demand excellence; and, third, instructors can become successful. A 27-item bibliography is in-cluded. (UCM)

ED 291 415 JC 880 059

ED 291 415

Mecca, Thomas V. Morrison, James L.

Pathways to the Future: Linking Environmental Scansing to Strategic Management. North Carolina Univ., Chapel Hill. School of Education.; Piedmont Technical Coll., Greenwood,

S.C.
Pub Date—[88]
Note—18p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"College Planning, Community Colleges, "Consortia, Educational Trends, Futures (of Society), "Long Range Planning, Models, Program Descriptions, Two Year Colleges Identifiers—Environmental Scanning, "Strategic Planning,"

gram Descriptions, Two Year Colleges
Identifiers—Environmental Scanning, "Strategic Planning
ED QUEST (Quick Environmental Scanning
Techniques) is a strategic planning process designed
to identify emerging trends, issues, and events
which portend threats or opportunities for colleges
and universities, analyze their probable impact on
the institution, and facilitate the development of
appropriate institutional strategies. A workshop was
held in 1986 to demonstrate the ED QUEST model.
Participants were asked to simulate the activities of
an ED QUEST planning team of a hypothetical
community college and to formulate the strategies
that the college could follow over the next five
years. The session began with an overview of ED
QUEST, focusing on the primary activities of the
process: (1) preparing for the process (2) developing
a notebook of critical trends and events (3) defining
the nature of the organization in terms of mission,
tey performance indicators, and strengths and
weaknesses; (4) identifying and assessing the impact
of critical trends and probable future events; (5)
developing and assessing scenarios by analyzing
trends and events; (6) selecting strategic options;
and (7) incorporating those options into the stratepic management process. Participants were provided with a notebook showing future prospects,
handouts identifying the unique aspects of the college's mission and programs, a list of key indicators
of institutional performance, and a list of inagitutional strengths and weaknesses. A brainstorming
session was conducted to identify the trends and
revents the participants believed would influence the
future of the college, and to vote on the top 5 critical
trends and top 10 influential events. After further
refining the list to identify critical trends and high
impact/high probability events, the interrelationships between these trends/events were determined
and the effects of the trends/events on the college's strategic plan. A 15-item bibliography on strategic planning is included

ED 291 416

ED 291 416
Skinner, Elizabeth Fisk Carter, Stephen
Texas Association of Junior and Community College Instructional Administrators Remedial Education Study.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
Spons Agency—Texas Association of Junior and Community Coll. Instructional Administrators.
Pub Date—Apr 87
Note—34n.

Pub Date—Apr 87

Note—34p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Credit Courses,
Educational Diagnosis, *Noncredit Courses, Program Evaluation, *Remedial Instruction, *Remedial Programs, School Policy, State Survey,

*Student Placement, Testing Programs, Two Year

Colleges.

*Student ruscolleges
Colleges
In 1986, a study of remedial programs in Texas
community colleges was conducted to determine
the range of current practices and to assess the outcomes achieved. Each campus was sent a detailed

self-study guide focusing on policies and practices related to assessment and placement, descriptive and evaluative information, policies related to course credit, and program strengths and weaknesses. Study findings included the following: (1) all but three colleges assessed new students' skills in reading, writing, and mathematics; (2) the colleges used a variety of commercially available testing instruments; (3) approximately 30 colleges reported assessing less than half of their new students; (4) of those new students assessed in reading and writing, about 40% were identified as needing remediation; (5) more than half of the students diagnosed as needing remediation in reading, writing, or mathematically enrolled in a remediation course; (6) in 32 colleges, remedial reading and writing were administered through the same organizational unit, while remedial mathematics was administered separately; (7) the most common configuration of remedial orients as two courses in each of the remedial areas; and (8) only three institutions awarded degree credit for remedial reading or mathematics, while seven colleges allowed such credit for remedial writing. Recommendations developed by the colleges' self-study task forces and the self-study guide are included. (UCM) included. (UCM)

ED 291 417 JC 880 062 An Assessment of Career Planning and Placement in Virginia's State-Supported Institutions of Higher Education. A Report to the Council of Higher Education and Virginia's State-Sup-ported Institutions of Higher Education. Virginia State Council of Higher Education, Rich-

-Dec 87

Pub Date—Dec 87

Note—233p; Report submitted by the Task Force on Career Flanning and Placement.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—"Career Guidance, "Career Planning, Community Colleges, "Counseling Effectiveness, Higher Education, "5-bo Flacement, Program Effectiveness, Self Evaluation (Groups), "State Colleges, State Surveys, State Universities, "Student Personnel Services. Two Year Colleges

Higher Education, "Job Piacement, Program Effectiveness, Self Evaluation (Groups), "State Colleges, State Surveys, State Universities, "Student Personnel Services, Two Year Colleges Identifiers—"Virginia

A task force was appointed by the Virginia Council of Higher Education to assess the quality of undergraduate career planning and placement and to make recommendations for the improvement of these services and activities. The report of the task force is divided into four chapters. Chapter 1 presents a short overview of Virginia's career planning and placement activities and their development. Chapter 2 summarizes and analyzes data on undergraduate career planning and placement activities in Originia, including enrollment data, information on available programs and services, a profile of key personnel and professional staff, and budget information. Chapter 3 introduces a series of statewide issues which pertain to undergraduate career planning and placement services. This chapter also makes seven recommendations, of which the first two concern the programs and services all postacoondary institutions should provide (e.g., assessment aids, career resource materials, individual and group counseling, follow-up studies of graduates, and job listings/postings); services the institutions and follow-up procedures. Chapter 4 presents summaries of self-studies conducted by the institutions at the request of the task force and the findings of task force site visits. This chapter also includes institution-specific recommendations which go beyond those contained in chapter also includes institution-specific recommendations which go beyond those contained in chapter also includes institution-specific recommendations which go beyond those contained in chapter also includes institution-specific recommendations which go beyond those contained in chapter also includes institution-specific recommendations which go beyond those contained in chapter also includes institution-specific recommendations.

ED 291 418 JC 880 063

RAD 491 418 JC 880 063
Roweche, Suanne D., Ed.
Insovation Abstracts, Vol. IX, No. 1-28.
Texas Univ., Austin. National Inst. for Staff and
Organizational Development.
Spons Agency—Kellogg Foundation, Battle Creek,
Mich.; Richardson (Sid W.) Foundation, Fort
Worth, Tex.
Pub Date—87
Note—58.

Note-58p. Journal Cit--Innovation Abstracts; v9 n1-28 n-Dec 1987

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055) — Reports - De-

Pub Type— Collected Works - Serials (022) —
Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MFDI/PC03 Plus Postage.
Descriptors—Abstracts, "College Instruction, Community Colleges, Educational Improvement, Instructional Effectiveness, "Instructional Innovation, Program Descriptions, "Instructional Innovation, Program Descriptions, "Teaching Methods, Two Year Colleges, Writing Instruction This series of one- and two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the articles include the use of Hollywood films as a tool for teaching history; displaced home-maker programs; the relationship between teaching and scholarship; helping students write for the real world; incorporating art assignments in science classes; increasing written output among academics; low-cost/high-impact marketing; the practicality of the liberal arts major; learning biology through writing; the instructional skills workshop as a mechanism for for community College; (Eerson Community Colleg

JC 880 064 ED 291 419

Abili, Khodi A Two-Year Comprehensive Community College Model for Developing Nations: A Case of Iran. Pub Date—Jan 88

A Two-Year Comprehensive Community College Model for Developing Nations: A Case of Iran. Pub Date—Jan 88 Note—22p.; Excerpted from Ph.D. Dissertation, University of Michigan.
Pub Type—Reports - Descriptive (141) — Dissertation, Threses - Doctoral Dissertations (041) EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Admission, College Curriculum, "Community Colleges, "Educational Assessment, "Educational Development, Educational Finance, Foreign Countries, "Labor Force Development, Models, Two Year Colleges lidentifiers—"Iran A three-part discussion is provided of the applicability of the comprehensive two-year community college model to Iran. Part I provides an overview of Iran's current economic status and manpower needs, the advantages that the development of a community college system would afford the country, the specific educational needs that could be met by a two-year postsecondary educational system, and the measures that would need to be taken to ensure the success of the institutions. Part II examines the components of the proposed community college and universities in Iran, but more selective than the "open door" institutions in the United States; (2) institutional control and finance, which would follow a U.S. model of local control and institutional autonomy, but an Iranian model of central government financing; and (3) comprehensive curricula. Part III offers recommendations concerning the programs that should be offered by the institutions, including transfer education, technical-vocational education, and guidance and counseling. Concluding comments stress the need to consider the values of the Iranian people, local customs and traditions, patterns of interaction, and indigenous academic traditions in order to implement the community college model in Iran. (UCM)

Fiscal Year 1987 Disadvantaged Student Gra-

Report.
Illinois Community Coll. Board, Springfield.
Pub Date—Dec 87 -22p.

- Numerical/Quantitative Data (110) -

Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Community Colleges, *Educational Finance, *Educationally Disadvantaged, Educational Testing, English (Second Language), Financial Support, Minority Groups, *Remedial Programs, *State Aid, State Surveys, *Student Personnel Services, Tutoring, Two Year Colleges Identifiers—*Illinois

In the Illinois public community colleges, disadvantaged student grant funds are allocated by formula, with each eligible college district receiving a basic grant of \$20,000, and the remaining appropriation distributed to each district based on the number of credit hours produced in the remedial and adult basic and secondary education funding categories. In fiscal year (FY) 1987, the total grant allocation to the colleges was \$7,566,000. The 38 Illinois community college districts reported a total of 246,739 students who received support services, representing a total of 1,037,768 contact hours of special instruction and support services. Tutoring was the most heavily used support service, followed by testing and evaluation and educational/career counseling. The total number of contact hours reflects an increase of 55% over the number of contact service hours provided in the previous year, though the total number of students served decreased from 1294,954 in FY 1986. Disadvantaged student grants provided £3,967 contact hours of adult basic education, adult secondary education, English as a Second Language, and remedial instruction and support services. Literacy development programs were attended by 10,630 individuals who did not read or who read below the fifth-grade level. Sixteen districts reported having developed support programs especially for minority students, with the major services provided being tutoring and counseling. Salaries and benefits constituted approximately 72% of the total expenditures, with the second highest cost of the grant programs being in administration. The disadvantaged students to succeed in their chos

JC 880 068

ED 291 421

JC 880 068
Fiscal Year 1987 Unit Cest Report for the Public Community Colleges of Illinois.
Illinois Community Coll. Board, Springfield.
Pub Date—Jan 88
Note—29p.
Pub Type— Numerical/Quantitative Data (110)—
Reports - Descriptive (141)
EDRS Price - MP01/PO2 Plus Postage.
Descriptors—*Community Colleges, *Educational Finance, *Expenditure per Student, *Expenditures, *Program Costs, Salaries, State Surveys, Two Year Colleges, *Unit Costs Identifiers—"ellinois Fiscal year (FY) 1987 results of the annual unit cost study of the Illinois public community colleges are presented in this report, based on data on course offerings, enrollments, and costs provided by the colleges. After an initial summary overview, data and analyses are presented showing net instructional unit costs for FY 1987 compared with previous years; net instructional unit cost, full and analyses are presented showing net instruc-tional unit costs for FV 1987 compared with previ-ous years; net instructional unit cost, full instructional unit cost, and total institutional unit cost; net instructional unit cost by cost categories; indirect instructional unit cost by cost categories; indirect instructional unit cost; net instruc-tional unit cost by the seven instructional cost cate-gories and by subject area; and unit cost comparisons. Highlighted findings include the fol-lowing: (1) the FY 1987 state average instructional unit cost in the 39 public community colleges in Illinois was 599.82, representing an increase of 57.79 (8.5%) from FY 1986; (2) the state average for full instructional unit cost was \$112.45; (3) state averages for the cost categories comprising instructional costs were \$38.16 for direct salary, \$7.26 for direct department cost, \$3.16 for direct equipment cost, \$38.63 for allocated indirect cost, \$14.10 for operation and maintenance, and \$0.51 for building rental; and (4) state averages for support services were \$8.38 for academic administration and planning, \$3.88 for learning resources, \$10.88 for student services, \$2.88 for administrative data processing, and \$6.42 for general administration. (UCM)

ED 291 422

JC 880 070 RIE JUL 1988

Study Designed To Identify Organized Faculty Development Programs for Part-Time Faculty in Technical-Community Colleges.

b Date-88

Note 65p.; Requirements for the Specialist De-gree in Educational Administration, Kearney

Technical-Community Congress.

Pab Date—58p.; Requirements for the Specialist Degree in Educational Administration, Kearney State College.

Pab Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Faculty Development, Faculty Handbooks, *Institutional Characteristics, *Part Time Faculty, *Program Administration, Questionnaires, Surveys, *Teacher Participation, Technical Institutes, Two Year Colleges In 1987, a study was conducted to identify organizational patterns facilitating faculty development programs for part-time instructors in technical-community colleges. The study involved a review of iterature and a mailed survey to 80 public technical-community colleges. The study involved a review of iterature and a mailed survey to 80 public technical-community colleges in Nebrasks, Wyoming, Colorado, South Dakota, Iowa, Missouri, and Kansas. A questionnaire was mailed to the presidents of the colleges, requesting information on written objectives, administrative responsibility for the program, levels of annual funding, basic program components, time frames, levels of participation, motivational mechanisms, and general assessments of effectiveness. Study findings, based on a 68.75% response rate, included the following: (1) the dean finistruction or dean of academic affairs was commonly charged with administrative responsibility for the program; (2) the most popular program components were a handbook or manual of some type, meetings between part-time and full-time faculty saignment of part-timers to a mentor, and careful evaluation of adjunct faculty by administrators; (3) only four respondents indicated having written program objectives; (4) 50.9% of the respondents indicated having written program objectives; (4) 50.9% of the respondents indicated that there was a monetary incentive for participation, 15 said attendance was required, and 23 indicated that there was a monetary

ED 291 423

JC 880 071

ED 291 443
Squires, G.
Education and Training after Basic Education:
Organisation and Content of Studies at the Post
Compulsory Level. General Report.
Organisation for Economic Cooperation and Development, Paris (France).
Report No.—SHE/ET/87.15
Pub Date—Oct 87
Note—177p.; For a related document, see ED 262
202

Note—177p.; For a related document, see ED 262 202.

Pub Type.—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors.—Case Studies, College Curriculum, Comparative Analysis, Curriculum Research, Demography, Educational Assessment, *Educational Frends, *Foreign Countries, *General Education, *Postsecondary Education, *Technical Education, *Postsecondary Education, *Technical Institutes, Trend Analysis, Two Year Colleges, *Vocational Education Drawing from case studies of the educational systems in 11 of the member countries of the Organisation for Economic Cooperation and Development (OECD), this report examines the curricular organization and content of post-compulsory education in Canada, France, West Germany, Italy, Japan, the Netheriands, Sweden, Switzerland, the United States, and Yugoslavia. Chapter 1 provides an introduction to the work conducted by the OECD in the area of post-compulsory education. Chapter 2 attempts to clarify and conceptualize the often ill-defined, complex, and conceptualize the often ill-defined, complex, and conceptualize and proposition of the area of post-compulsory education. See the organization of the see of post-compulsory education and training structures in each country, and current trends. Chapter 4 reports and analyzes the findings of the case studies in terms of the relation-ship between general, technical, and vocational education; the specific features of these three main types of post-compulsory education in each country; and the content, process, and structure of the RIE JUL 1988

curricula. Chapter 5 explores the future of post-compulsory education in light of the preceding anal-ysis. Finally, chapter 6 highlights the main policy implications of the report. (EJV)

JC 880 076

Lorax, Lynn A.

Environmental Scanning Project: A Dimensional
Aspect of Needs Assessment in the Strategic
Plauning Process, Fall 1987.

Lane Community Coll., Eugene, Oreg.
Pub Date—87

Note—53p.

Note—53p.
Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—*College Planning, Community Colleges, Demography, Educational Trends, *Long
Range Planning, Needs Assessment, *School
Community Relationship, Trend Analysis, Two

Community Relationship, Trend Analysis, Two Year Colleges Identifiers—Environmental Scanning The environmental scanning project described in this report was undertaken at Lane Community College (LCC) in Bugene, Oregon, to enhance the college's strategic planning process by anticipating events that might differ from the economic, social, and political conditions of the present. First, an overview is provided of the purpose and intent of the experimental project. The next sections look at the ways in which environmental scanning has been used within private and public sectors to identify and assign priority to major trends and to use this information to shape planning activities. Next, an overview of the environmental scanning project at LCC is presented, along with a list of sources se overview of the environmental scanning project at LCC is presented, along with a list of sources selected for the environmental research. A series of trend abstracts are provided next, covering environmental impact; population; economics; social structure, values, and lifestyle; technology; education; and employment. Each trend abstract defines relevant terms, enumerates identifiable trends, discusses the possible implications of those trends, and identifies major information sources. The project report concludes with a 30-item bibliography on environmental scanning and strategic planning followed by four tables illustrating selected projections. (UCM)

ED 291 425

JC 880 077

ED 291 425
Suchorski, Joan M.
Contract Training in Community Colleges.
Pub Date—Dec 87
Note—32p; Graduate seminar paper, University of Florida.
Pub Type—Information Analyses (070) — Dissertations/Theses - Undetermined (040) — Reports - Research (143)
EDBS Price, MEDI/PC02 Plus Pastage.

- Research (14-3)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Community Colleges, Economic Development, Educational Trends, "Job Training, Labor Force Development, "Performance Contracts, Program Administration, "School Business Relationship, Two Year Colleges, "Vocational Policy Contracts, Program Administration," School Business Relationship, Two Year Colleges, "Vocational Policy Contracts, Program Administration," School Business Relationship, Two Year Colleges, "Vocational Policy Contracts of the Program Administration of the Progr

Relationship, Two Year Colleges, "Vocational Education Identifiers—"Contract Training, "Santa Fe Community College NM One of the most significant developments in higher education over the past decade has been the increased linkages between colleges and other organizations and institutions. A prominent and fast-growing form of linkage is contract training. Contract training refers to an arrangement in which a business a government asprac, or a community. fast-growing form of linkage is contract training, refers to an arrangement in which a business, a government agency, or a community association contracts directly with a college for the provision of instruction to its employees, clients, or its members. Contract training programs can generally be clustered around several areas of activity: apprenticeship training, community-wide collaboration, community-based education, contract services for industry, economic development services, Job Training Partnership Act programs, facuity "return to industry" programs, program development sharing, and specialized programs. This review of community college contract training covers the following topics: (1) organization for delivery and extent of involvement; (2) types of training and current patterns; (3) problems and barriers to the full utilization of community college resources by industry; (4) benefits; (5) trends and predominant models; and (6) elements of successful programs. The next part of the report offers a case study of contract training at Santa Fe Community College (New Mexico), covering the same areas. The final sections examine policy issues, discuss implications for increasing participation, and offer conclusions. An 18-item bibliography is included. (UCM)

ELD 291 426

Edwards, Flora Mancuso Mann, William

Minorities in Urban Community Colleges: Tomorrow's Students Today.

American Association of Community and Junior Colleges, Washington, DC. Urban Community Colleges Commission.

Pub Date—88

Note—348

Pub Date—88
Note—349.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, "Affirmative Action, College Faculty, College Transfer Students, Community Colleges, Curriculum Development, Demography, "Enrollment Trends, "Minority Groups, School Holding Power, Student Recruitment, Two Year Colleges, "Two Year College Students, "Urban Education, "Urban Schools
An analysis is provided of trends and issues related to minority enrollment in urban community colleges. Following introductory comments, trends are examined in the areas of urban demography, elementary and secondary school enrollment, post-secondary enrollment, retention, major fields of study, degree attainment, and staffing patterns. The next section looks at ways in which urban community college trends parallel or diverge from those secondary enroument, retention, major neits of study, degree attainment, and staffing patterns. The next section looks at ways in which urban community college trends parallel or diverge from those present throughout postsecondary education. Next, issues confronting urban community colleges as they endeavor to assure continued access and excellence to all of their constituencies are discussed, including the recruitment and retention of minority students; financial aid; academic preparation; sociocultural adjustment; minority student transfer to four-year baccalaureate institutions; the recruitment, retention, and promotion of minority faculty and staff; program and curricular development; community linkages; and research efforts to further expand both theoretical knowledge about the status and welfare of minority students and the practical applications of this knowledge. (UCM)

ED 291 427

JC 880 082

Venditti, Phillip N. Bahruth, Robert
A Resource Manual for Introducing ESL Students
to Aspects of American Culture.
Austin Community Coll., Tex.

ub Date-87 Note-27p.

Note—27p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Communicative Competence (Languages), Community Colleges, "Cross Cultural Training, "Cultural Activities, "English (Second Language), Foreign Students, "Interpersonal Competence, "Social Adjustment, Social Isolation, Two Year Colleges
In this manual, two methods for promoting English as a Second Language (ESL) students involvement with and understanding of the host culture are presented: (1) visits by guest speakers; and (2) interactive errands executed within the bounds of the school or surrounding community. First, the philosehool or surrounding community.

presented: (1) visits by guest speakers; and (2) interactive errands executed within the bounds of the school or surrounding community. First, the philosophy underlying the manual is presented in terms of the significance of communicative competence, the importance of students' self-image, the role of classroom instruction, intelligibility, and evaluation. Next, the manual suggests supervised activities to prepare students for the interactive errands within the community. These activities include: (1) exercises to strengthen listening comprehension; (2) instructor explanations of the purpose of the activity and special vocabulary words and social protocols which might be relevant to the situation; and (3) student-teacher dialogue journals for orientation to and ongoing evaluation of activities. After discussing activities to prepare for and follow-up on guest speakers, the manual offers instructions for community interactive errands, including site visits and team quests; "human bingo," which requires students to obtain the signatures of several individuals fitting a number of descriptions, and dilom searches, which require students to ask three native speakers to explain and illustrate the use of an idiom. Suggestions for preparatory and follow-up activities are included. A bibliography and a reading list comprising a total of 38 items are included. (UCM)

ED 291 428

JC 880 083

Venditti, Phillip N.
Future-Perfect Writing: Individualized Real-World Writing To Empower Career-Conscious

Pub Date-[88] Note-8p.

Pub Date—[88]
Note—8p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, Careers, Community Colleges, Program Descriptions, "Relevance (Education), "Student Motivation, Teaching Methods, Two Year Colleges, "Writing Exercises, "Writing Instruction, "Writing Skills Community colleges students tend to perceive a gap between their current writing shillsy and the level of writing skill they expect to need as employees in the future. Unfortunately, college composition classes generally do a poor job of capitalizing on the true value of writing to career development, and fail to have students practice the kind of writing which will contribute directly to that development. In light of these curricular deficiencies, composition instructors abould take pains to acknowledge to their students that there are good reasons, beyond the need for satisfactory grades in achool, to write well. They should also provide students with an opportunity to discover and enjoy some of the benefits of good writing. The "Puture-Perfect Writing" process addresses both of these goals. This process involves the following steps: (1) each student identifies a career field in which he/she has a strong personal interest; (2) within the chosen field, the student seeks two job-holders whose positions are similar to ones that the student would like to fill someday; (3) the student negotiates with the two designated community assessors to establish a writing task which approximates a real on-the-job responsibility; (4) when the student has completed the writing task which approximates a real on-the-job responsibility (4) when the student process reinforces students' understanding of how writing can be of value in their future careers, and provides individualized writing practice that can contribute to future career success. (EJV)

JC 880 084

Venditi, Philip N.
Two Tools for Building the Competence of Developmental Students and the Confidence of Their Teachers.
Pub Date—[88]
Note—13p.

Note—13p.

Pub Type— Opinion Papers (120) — Reports - Deacriptive (141)

EDRS Fries - MF01/PC01 Plus Pustage.

Descriptors—Communication Stills, Community

Colleges, "Interpersonal Communication, "Remedial Instruction, Remedial Programs, "Teaching Methods, Two Year Colleges

Identifiers—"Dialogue Journals, "Interactive Er-

ing Methods, 1 wo Year Coaseges Identifiers—"Dialogue Journals, "Interactive Errands

A perennial challenge for developmental educators is to upgrade students' skills over many years without losing their own sense of professional dedication and momentum. Two instructional techniques that can be of use to developmental educators in meeting this challenge are interactive errands and dialogue journals. These activities enable students to transfer classroom learning into the community; bring students' out-of-class knowledge to bear upon classroom interactions; break down students' academic, cultural, linguistic, and social barriers; and enhance instructors' feelings of self-worth. Interactive errands are assignments which require students to make contact with people outside of class, induce their contacts to perform some predetermined behavior, and analyze the encounters afterward with instructors and fellow students. Examples of interactive errands are "human bisugo," which requires students to get signatures from people in the community who fit certain requirements, "team quests," which require students to find information about historic sites; and collecting and analyzing billboards, advertising alogans, and bumper stickers in terms of their cultural significance. Unlike other journals, dialogue journals are shuttled back and forth from student to teacher at regular intervals in a reciprocal process in which both instructor and student share feelings and ideas respectfully, individually, and repeatedly. Students are free to write as much as they please on any topic, knowing that their instructor will respond fully and individually. Both dialogue journals and interactive errands encourage frequent, genuine communication and are relevant to students' lives outside and inside the classroom. (Author/EJV)

JC 880 085 ED 291 430

ED 291 430

JC 880 085

Johnson, Tanpa

An Assessment of the Level of Faculty Burnout at

Evergreen Valley College.

Pub Date—Aug 87

Note—Sp.; Ed.D. Practicum, Nova University.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Questionnaires, School Surveys, *Teacher Burnout, *Teacher Morale, Two Year Colleges Identifiers—Evergreen Valley College IL, *Maslach

Burnout Inventory

Burnout, "Teacher Morale, Two Year Colleges Identifiers—Evergreen Valley College IL, "Maalach Burnout Inventory
A study was conducted at Evergreen Valley College (EVC), Illinois, to assess the level of faculty burnout and to determine the need for personal and organizational interventions to reduce burnout and improve morale. The Maslach Burnout Inventory (MBI) was administered to all 105 full-time faculty at EVC, and scores for the MBI subscales of emotional exhaustion, depersonalization, and personal accomplishment were determined for the 80 responding faculty members. Study findings included the following: (1) 14 faculty had high scores on the depersonalization subscale, indicating early signs of burnout; (2) 17 faculty scored high on the emotional exhaustion subscale, indicating early signs of burnout; and (3) 51 faculty scored low on the personal accomplishment subscale. Based on study findings and comparison with normative scores on the MBI, it was concluded that feelings of personal accomplishment were particularly low for EVC faculty and that emotional exhaustion and depersonalization were not severe. Recommendations for addressing the problem of burnout at EVC were developed and given to the administration and faculty sensite. A 31-item bibliography and appendices citing the institutional costs of burnout and providing ecological and congruence models for the study of burnout, the survey instruments, and a letter to EVC faculty summarizing survey results are included. (EJV)

ED 291 431 JC 880 086

Lutz, Thomas: And Others
Introduction to Microcomputers: A Competency-Based Approach. Instructor's Manual,
Self-Paced Study Guide, and Student Exercise

Delaware County Community Coll., Media, Pa. Spona Agency—University City Science Center, Philadelphia, Pa.

Philadelphia, Pa.
Pub Date—86
Note—168p.; Additional funding provided by the Delaware County Community College Educational Foundation, the Ethel Sergeant Clark Smith Memorial Fund, and IBM Corporation.
Pub Type— Guides - Clasaroom - Teacher (052) — Guides - Clasaroom - Teacher (052) — Guides - Clasaroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Community Colleges, *Computer Literacy, *Computer Science Education, *Computer Software, *Microcomputers, *Programing Languages, Teaching Guides, Two Year Colleges, Workbooks
Delaware County Community College's

Languages, Teaching Guides, Two Year Colleges, Workbooks
Delaware County Community College's (DCCC's) course, "hatroduction to Microcomputers," was designed to develop the basic level of computer competency necessary to enter the college's microcomputer technology programs. Three manuals were developed for the course: an instructor's manual, a self-paced study guide for students, and a student exercise manual. The instructor's manual presents notes for the teacher along with the corresponding pages of the student exercise manual. Both the instructor and student manuals cover the following topics: group introductions, course goals, the IBM PC keyboard, care of diskettes, the functional structure of computers, software, the evolution of computers, computer categories, the operating system, home activity, disk operating system commands, telecommunications, DCCC's lab network, spreadsheets, database programs, mainframe computers, programming languages, sample programs, and printer styles. The self-paced study guide offers a list of materials in several modes (i.e., required and alternative texts, software, audicitapse, videotapes, and slides) that can be used to develop specific computer competencies. (UCM)

ED 291 432 JC 880 087 tudent Enrolli Comm 291 432
net Enrollment Data and Trends in the Public mmunity Colleges of Illinois: Fall 1967, bis Community Coll. Board, Springfield.

Pub Date—Jan 88 Note—50p.; For the fall 1986 report, see ED 277 438.

438.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

EDRS Price - MF91/PC92 Plus Postage.
Descriptors—"Community Colleges, Day Students,
Deckining Enrollment, "Enrollment Rate, "Enrollment Trends, Evening Students, Full Time
Equivalency, Full Time Students, Minority
Groups, Out of State Students, Part Time Students, Public Colleges, State Surveys, "Student
Characteristics, Trend Analysis, Two Year Colleges, "Two Year College Students, Vocational
Education
Identifiers—"Illinois

Identifiers-*Illinois

Identifiers—"Illinois
Fall 1987 "end-of-registration" enrollment data
were gathered for the 50 public community colleges
in Illinois and compared with data from previous
years. Highlights of the analysis indicate that: (1)
the colleges enrolled 324,163 students in instructional credit courses, representing a decrease of
3.2% from the fall 1986 term; (2) full-time equivalent enrollment decreased 3.0% between fall 1986
and fall 1987; (3) the proportion of full-time students enrolled in community colleges increased
from 28.7% in fall 1986 to 29.5% in fall 1987; (4)
almost half of the full-time students were enrolled in from 28.7% in fall 1986 to 25.5% in fall 1987; (4) almost half of the full-time students were enrolled in pre-baccalaureate transfer curricula; (5) the number of male students decreased at a higher rate than the number of female students; (6) minority student headcount enrollment decreased in both numbers and the proportion of total student enrollment in comparison to the fall 1986 term; (7) the median age of community college students was 27.4 in fall 1987 and 28.0 in fall 1986; (8) over 45% of the students enrolled in fall 1987 had been enrolled at the same college the previous term; (9) the proportion of first-time students decreased from 34.6% in fall 1986 to 34.0% in fall 1987; and (10) enrollments decreased in all program areas except pre-baccalaudecreased in all program areas except pre-baccalau-reste transfer and vocational skills. Data is dis-played in 14 tables. An appendix provides a breakdown of enrollment by classification of in-structional programs codes. (UCM)

ED 291 433

Kitchens, Helen M.
Statewide Longitudinal Study: Initial Report.
Wyoming Community Coll. Commission, Chey-

Statewide Longitudinal Study: Initial Report.
Wyoming Community Coll. Commission, Cheyenne.
Pub Date—87
Note—30p.; The survey instrument is printed on colored paper.
Pub Type—Reports - Research (143) — Testa/Questionnaires (160)
EDRS Priec - MPOI/POO2 Plus Postage.
Descriptors—College Choice, Community Colleges, Longitudinal Studies, Majors (Students), Participant Satisfaction, Questionnaires, State Surveys, *Student Attitudes, *Student Characteristics, *Student attitudes, *Student Characteristics, *Student Educational Objectives, Two Year Colleges, *Two Year College Students Identifiers—Wyoming
In fall 1987, a five-year longitudinal study was initiated by the Wyoming Community Colleges, to determine the variables that affect student progress toward their personal, academic, and career objectives. The sample for the study consisted of 181 randomly selected first-time, first-year students attending one of the seven community colleges in Wyoming. An initial survey was conducted in October 1987 to develop a profile of community college students and identify their educational and career goals. Findings included the following: (1) 38% of the students were male, 100% were Uscitizens, 88% were Wyoming residents, 96% were white non-Hispanics, and 71% had lived in Wyoming more than 10 years; (2) 70% were 18 or 19 years of age, and 75% had never been married; (3) 75% of the respondents parents were married and 20% were divorced; 79% of the fathers and 75% of the mothers were college preparation courses in high school, while 31% had taken vocational/technical courses; and (8) 39% were eattending college to prepare for entry into a career or occupation, while 25% were earning credit for transfer to a four-year college. The survey RIE JUL 1988

instrument is attached. (UCM)

JC 880 089 Petrie, Donna R.

Hall, Judith I. Petric, Downs R.
Resources for Renewal: A Survey of Professional
Development Practices in Lengue for Innovation
Community Colleges.
League for Innovation in the Community Coll., Laguna Hills, CA.; Monroe Community Coll., Rochester, N.Y.
Pub Date—Sep 87

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Questionnaires (160)

real (Quantitative Data (110) — Tests (Questionaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, Evaluation Methods, *Paculty Development, Institutional Characteristics, *Professional Development, *Program Administration, Program Costs, Program Effectiveness, Surveys, *Teacher Participation, Two Year Colleges
This report presents the methods and findings of a study to compile information regarding professional development practices at institutions in the League for Innovation in the Community College, a consortium of 19 community college districts. Following background information on the League, and introductory information on the purposes of and atterns in professional development in community colleges, the report presents summary statements on the structure of professional development programs at 18 individual League colleges. Next, the report discusses the research methodology and presents a copy of the survey instrument, which focused on institutional characteristics, information concerning the organization and planning of development activities, information concerning participation in programs, and program effectiveness measures. Percentage responses are included. Next, the report provides a list of 50 ideas for professional development activities, and makes recommendations to the League. Finally, a resource directory and 32-item bibliography are presented. (UCM)

JC 880 090

ED 291 435
Comam, John D. Ison, Sherrill
A Follow-Up Study of Non-Returning Students.
Monroe Community Coll., Rochester, NY. Office
of Institutional Advancement.
Pub Date—Jan 88

Note—17p.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Question-

Note—17p. Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MFBI/PCBI Plus Postage.
Descriptora—College Transfer Students, Community Colleges, "Dropout Characteristics, "Dropouts, "Enrollment Influences, Followup Studies, "Stopouts, Student Educational Objectives, Two Year Colleges, "Two Year College Students, "Withdrawal (Education)
In spring 1987, a study was conducted at Monroe Community College (MCC) to determine the factors which influence attrition and retention, with particular focus on the reasons why students who have not graduated fail to return for succeeding semesters. Questionnaires were mailed to 452 former students, requesting information on students' rankings of the importance of various factors in explaining why they did not return to MCC, their likelihood of returning to MCC, their major reason for attending the college, their rating of their college experience, and their interest in having an academic advisor contact them. Study findings, based on a 39% response rate, included the following: (1) 90% of students reported personal rather than institutional factors as the primary reason for not returning; (2) 85% reported that no intervening college service would have helped them continue their education at MCC; (3) 81% rated their experience at MCC as excellent or good; (4) 78% reported that they either met their educational objectives at MCC or planned to return in order to meet these objectives; (5) differences between the day and evening registrants were evident in their initial objective; and (6) day students (42%) were twice as likely as evening students (19%) to be attending college or university elsewhere at the time of the survey. The survey instrument is appended. (UCM)

JC 880 091 Wenger, Gary E. Lemme, Ronald Developing an Institutional Plan for Computing. College of DuPage, Glen Ellyn, Ill.

Pub Date—[87]
Note—13p.; For the complete institutional plan, see JC 880 092.

Note—13p.; For the complete institutional plan, see JC 880 992.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF0L/PO11 Plus Postage.

Descriptors—Budgeting, "College Planning, Community Colleges, Computer Managed Instruction, Computer Oriented Programs, "Computers, "Computer Uses in Education, Costs, Educational Technology, Two Year Colleges
The College of DuPage (CD), a community college enrolling 28,890 students and employing 2.400 faculty, staff, and part-time student employees, decided to develop a plan for computing in order to inventory computing resources on campus; justify resources based on current capacities and limitations; identify opportunities for effective resourcemanagement; identify potential hardware and software problems; establish a unified approach for goal setting; set priorities; allow for more effective responses to technological changes; and provide a strategic direction to meet the current and future needs of the institution. The development of the institutional plan involved 18 steps, including the following: obtain executive management of the rand commitment, set up a team to be responsible for the planning effort, involve all levels of management identify a planning process, conduct surveys tonowing: octain executive management support and commitment, set up a team to be responsible for the planning effort, involve all levels of management, identify a planning process, conduct surveys to gather input, use reference material to formulate comparative data, review historical information on computer transaction. comparative data, review historical information on computer usage, set up active committees, review current and future technologies, and define financial considerations. This report on the planning process includes an overview of the resulting institutional plan for computing, including brief descriptions of the plan's chapters on the planning process, the cur-rent environment, academic computing, administra-tive computing, central computing, and summary recommendations and financial considerations. (ICM)

JC 880 092

Wenger, Gary E. And Others
College of DuPage Institutional Plan for Comput-ing, FY88-FY90.
College of DuPage. Glop. Fill.

ing, FY88-FY90.
College of DuPage, Gien Ellyn, III.
Pub Date—3 Jun 87
Note—199p; For a report on the development of the plan, see JC 880 091.
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055) — Tests/Questionnaires

Pub Type— Opinion Papers (120) — Guides Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plas Postage.

Descriptors—Budgeting, *College Planning, Community Colleges, Computer Managed Instruction, Computer Uriented Programs, *Computers of Computer Uriented Programs, *Computers Technology, Technological Advancement, Two Year Colleges

This planning document defines the computing needs of the College of DuPage for the 1988 to 1990 fiscal years and provides the strategic direction necessary to keep the college in step with technological advancements. The plan is divided into the following major sections: (1) the "Introduction" describes the major issues that will impact computing in higher education in the future; (2) "The Planning Process" explains how surveys were administered to solicit input and suggestions from user groups and describes the structure and responsibilities of the five planning committees; (3) "Current Environment" examines the college's current computing youtens and facilities; (4) "Academic Computing" focuses on student usage, hardware needs, software needs, support needs, and action plans and financial considerations; (5) "Administrative Computing" focuses on student usage, hardware needs, software needs, support needs, and action plans and financial considerations, (7) "Summary Recommendations and Financial Considerations, and networking for central computing, and makes appropriate recommendations; and (7) "Summary Recommendations and Financial Considerations," provides a concluding summary and describes special financial issues. Appendices include academic and administrative surveys, the community college survey, the institutional planning process, a computer services organizational chart, an institutional organizational chart, and a computer resources schematic. Seventy-five figures illustrate the text. (EIV)

ED 291 438 TC 880 096 Briggs, Linda Skills-Intervention Instruction.

ento City Coll., Calif. Sacramento C Pub Date-87

Sacramento City Coll., Calif.
Pub Date—87
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—8 Achievement Gains, "Basic Skilla, Community Colleges, Comparative Analysis, "Instructional Effectiveness, Pretesta Poststests, Program Effectiveness, Reading Skills, "Remedial Instruction, Remedial Programs, Sociology, Study Skills, "Teaching Methods, Two Year Colleges, Two Year College Students, Writing Skills The GO Project was created at Sacramento City College (SCC) to help underprepared students achieve success in a transfer-level sociology course, while improving their reading, writing, and study skills. Throughout the fall semester, students in the GO Project engaged in reading, essay writing, and study skills practice which focused on the assignments and materials in the sociology class. A study was conducted to determine whether the improvement in students' skill levels justified the amount of energy that the course took. Four pre- and post-test measures were administered to two sections of the sociology class: the Nelson-Denny Standardized Reading Test, a five-question informal reading inventory, a student essay written in response to a critical thinking question, and a reading habit inventory. A comparison of the test results of Project GO students with those of non-GO sociology students revealed the following: (1) Project GO students showed a significantly greater increase in scores on the informal reading inventory and on the essay writing measure than the comparison group. (UCM)

ED 291 439

JC 880 097

McConochie, Daniel D. And Others
Follow-Up of 1986 Graduates, Maryland Community Colleges. ED 291 439 JC 880 097

nity Colleges.

Maryland State Board for Community Colleges,

Spons Agency—Maryland State Dept. of Educa-tion, Baltimore. Div. of Vocational-Technical Ed-

ucation. Pub Date—Nov 87

Pub Type— Reports - Research (143) — Tests/ Chestionnaires (160)

Pub Date—Nov 87
Note—399.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"College Graduates, "College Transfer Students, Community Colleges, "Employment Patterns, Followup Studies, Graduate Surveys, a Outcomes of Education, Participant Satisfaction, Questionnaires, State Surveys, Two Year Colleges Two Year College Students
Identifiers—"Maryland
In 1987, a statewide survey was conducted to examine the experiences and perceptions of 1986 graduates of Maryland's community colleges 1 year after graduation. Questionnaires were mailed by each community college to graduates who received a certificate and/or associate degree between July 1, 1985 and June 30, 1986 (N=7,530). Study findings, based on a 55% response rate, included the foliowing: (1) 48% of the degrees and certificates awarded were in programs designed to prepare the student for transfer to a four-year college; (2) the average time from first entering the college to graduation was 4.5 years; (3) 66% of the respondents were female and 15% were from a minority group; (4) 93% reported that transfer preparation was their most important reason for first attending the community college; (5) 81% said that the one reason they chose the community college was because of its good location; (6) 92% raised classroom instruction in their program as high; (7) 63% of the graduates were working full-time, another 21% were working part-time, 23% were full-time students, and 18% were part-time students; (8) 41% of the respondents attended another college after graduating from the community college; (9) 17% who transferred reported entering a major that was unrelated to their community college major; and (10) among graduates of career programs, 61% were working part-time, 23% were full-time students; and 18% were working full-time in a job related to their community college major; and (10) among graduates of career programs, 61% were working and (10) among graduates of career programs, 61% were working and (10

Kesiler, Ronald P.
Can Reading Placement Scores Predict Classroom
Performance? A Discriminant Analysis.
Rancho Santiago Community Coll. District, Santa Ana, Calif.

Ana, Calif.

Pub Date—May 87

Note—74p.; Appended tables are printed on colored paper.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MP91/PC03 Plus Postage.
Descriptors—*Academic Achievement, Community Colleges, Discriminant Analysis, Grades (Scholastic), "Predictive Validity, Predictor Variables, "Reading Stills, "Reading Tests, "Student Placement, Two Year Colleges, "Two Year College Sudents identifiers—"College Board Assessment and Placement.

legs Students
Identifiers—*College Board Assessment and Placement Tests
In 1936, a study was conducted by the Rancho Santiago Community College District (RSCCD) to evaluate the relationship between reading placement scores and classroom performance. The study sample consisted of students from fall 1935, spring 1936, and fall 1936 who had been tested using the College Board Assessment and Placement Test upon registering. An analysis of the relationship between course grades, the percentage of students who were successful, and placement scores indicated that there was only a modest relationship between placement scores and grades and that a fair number of students who had reading scores below the 25th percentile were successful (grade of "C" or better) in transfer-level courses. These findings suggested that placement scores were not a reliable predictor of classroom success for many courses and challenged the predictive-validity of such measures. A second part of the study utilized a series of discriminant analyses to determine the sbility of reading scores to differentiate between successful and unsuccessful students in transfer-level courses. The results showed that only 46% to 79% of the students could be correctly classified on the basis of reading placement acores alone. Based on study findings, it was concluded that the use of cut-off acores was inappropriate since many students who would have been predicted to fall actually carned a grade of "C" or better. An appendix contains a series of tables of individual courses sampled with Spearman correlations and grade distributions. (Author/UCM)

JC 880 099

Mabry, Theo N.
Program Review, ERIC Digest.
BRIC Clearinghouse for Junior Colleges, Los Anpeles, Cairrighouse for Junior Colleges, Los Angeles, Cairright, Cairright, Carrier of Educational Research and Improvement (ED), Washington, DC. Pub Date—Jan 88
Contract—RI-88-062002

Pub Date—Jan 88
Contract—RI-88-062002
Note—6p.
Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, Community Colleges, *Data Analysis, Data Collection, *Evaluation Criteria, *Bvaluation Methods, Models, *Program Evaluation, Qualitative Research, State Programs, Statistical Analysis, *Two Year Colleges Identifiers—ERIC Digests
Thoughful, well-planned and systematic reviews of both instructional and noninstructional programs provide community colleges with a way of determining whether programs are meeting stated objectives and what standards of performance should be maintained. Programs that need improvement or should be eliminated can be identified, and fiscal accountability can be achieved. Program reviews generally have qualitative components. The quantitative components are interpreted to state agencies (e.g., student enrollment, weekly student contact hours, percentage of students completing the program, numbers of degrees granted, and numbers of student transferring to four-year institutiona). In gathering qualitative data, students, faculty, advisory committee members and other members of the college community who have knowledge of or experience with a program are asked to share their perceptions and judgments. Quantitative and qualitative components are integrated into an institution's overall plan for program review in various ways, ranging from heavily qualitative to heavily quantitative. Thee program review models representing different places on this continuous models representing different places on

uum are Michigan's Program Review in Occupa-tional Education, which is highly qualitative; the statewide program review process used by the Maryland comunity college system which stands on the quantitative side of the continuum; and Pass-dena City College's and Foothill College's highly quantitative review models. (UCM)

ED 291 442

quantitative review models. (UCM)

ED 291 442

Washington Community Colleges Pall Quarter Report 1987—Recap.

Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.

Pub Date—[88]

Note—489.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF6L/POl2 Plus Postage.

Descriptors—Academic Education, Administrators, Age, College Faculty, *Community Colleges, *Courses, *Enrollment, Pemales, Full Time Equivalency, Males, Personnel Data, *School Personnel, State Surveys, *Student Characteristics, Two Year Colleges, *Two Year Colleges Students, Vocational Education Identifiers—*Washington Fall 1987 data on student characteristics, course characteristics, and personnel in the Washington community colleges are presented in this report. The first section provides summary data on head-count and full-time equivalent (FTE) enrollments for 1983 through 1987; information on FTE's by funding source; and a comparison of state-supported FTE's by college. The next section focuses on student characteristics, and personnel data on full-time status, age group, median age, gender, race, subject area, and new/continuing status. The third section presents enrollment data by course characteristics, with tables showing enrollment by funding source, course intent, subject, time, and location. Finally, personnel data are presented, including statistics on teaching faculty by employment status; and the age structure of faculty and administrators. Selected findings include the following: (1) in fall 1987, the Washington community colleges served 163,278 students, representing an increase of 2.8% over 1986; (2) the average campus students under 20 years of age and those 40 to 45 years of age; and (4) 42% of all students enrolled in fall 1987 were new to the college. (EIV)

JC 880 103

Databook: Maryland Community Colleges. Maryland State Board for Community Colleges.

napolis. Date—Jan 88 Pub Date

Note—Jan 88 Note—186p.; For the 1987 databook, see ED 278 445.

Note—1886p; For the 1987 databook, see ED 278
445.
Pub Type— Numerical/Quantitative Data (110)
EDRS Prics - MF01/PC08 Plas Postage.
Descriptors—*Community Colleges, *Degrees
(Academic), Demography, Educational Certificates, Educational Facilities, *Educational Friendle, *Emoliment Trends, Espenditures, Income, School Personnel, State Surveys, Statistical Data, *Student Financial Aid, Two Year Colleges, Two Year College Students
Identifiers—*Maryland
Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functioning in the state. Section I provides a general overview of higher education in Maryland, presenting a higher education organizational chart, a comparison of undergraduate credit enrollment to political subdivisions served, undergraduate credit enrollment, examining credit enrollment by student status, enrollment by moderate of the period 1964 to 1993. Section III focuses on fall 1987 enrollment, examining credit enrollment by student status, enrollment by race, credit enrollment to by student status, enrollment by race, credit enrollment to transfer and occupational program ares, credit enrollment by student status, enrollment by race, credit enrollment trends from fall 1983 to fall 1987; state funded credit full-time equivalent (FTE) enrollment, registrations in state-funded continuing education courses, continuing education noncredit enrollment by course intent, and FTE enrollment for state aid (1983-87). Section III foffers information on student financial assistance, summarizing the number of

awards, total funds, and average awards. Section IV focuses on degrees and certificates awarded in fiscal year 1987, while section V looks at revenues and expenditures, including costs of administering state sid, current unrestricted revenues, sources of support, and net cost per FTE student for fiscal years 1983-88. After section VI presents data on salaries and characteristics of college administrative and instructional personnel, section VII offers information on the physical facilities of the colleges. Finally, section VIII presents tables showing business and industry activities, and performance profiles for career credit and transfer credit students.

ED 291 444 JC 880 105
Lee, Valerie E. Frank, Kenneth A.
Factors Facilitating Student Transfer from 2-Year
to 4-Year Colleges.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency—EXXON Education Foundation,
New York, N.Y.

New York, N.Y.

Pub Date—15 Nov 87

Note—64p.; An earlier version of this paper was presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

14-17, 1987).
Pub Type—Reports - Résearch (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Transfer Students, Community Colleges, Comparative Analysis, *Educational Mobility, *Earollment Influences, Higher
Education, High School Graduates, Predictor
Variables, Socioeconomic Influences, Student Behavior, *Student Characteristics, *Terminal Students, Two Year Colleges, *Two Year College
Students
Identifiers—*High School and Pumper College

mavior, "student Characteristics, "Two Year College Students Head of the Colleges, "Two Year College Students Identifiers—"High School and Beyond (NCES) A study was conducted to investigate the probability of transfer from a two-year college to a four-year college for a random sample of 2,500 students who attended a community college to a four-year of high school graduation in 1980. Nationally representative longitudinal data from the High School and Beyond study established the characteristics of the 1980 high school graduates, and grouped them by their primary activity within 2 years after high school. On background characteristics, high school behaviors, and achievements, community college students fell about midway between those who weat to four-year college sam those who did not go to college at all. The sample of community college students was divided in two groups: those who transferred to a four-year college (24.3%) and those who did not. Causal models were then used to obtain estimates of the effects of family and student background, high school and college behaviors, and outcomes on the probability of transferring to a four-year college. College behaviors (e.g., grade point average, completed courses in mathematics and science, and employment record) were found to have the strongest direct effects, although other factors, including social class, placement in the scademic track, application to college while still in high school, and good grades and high standardized scores exerted important indirect effects on transferring. (Fifty-four references are included.) (Author/EJV)

JC 880 108

Boyd, Vivian And Others

Diagnostic and Prescriptive Interviews with

Transfer Students in Academic Jeopardy, Research Report #16-87,

Maryland Univ., College Park. Counseling Center.

Pub Date—87

Pub Date-87

Maryland Univ., College Park. Counseling Center. Pub Date.—87
Note—16p.; Prepared by the Counseling Center Retention Study Group.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, "Academic Advising, Academic Failure, "Academic Persistence, "College Transfer Students, Community Colleges, Educational Diagnosis, Higher Education, "High Risk Students, "Performance Contracts, School Holding Power, State Universities, Student Personnel Services, Two Year Colleges Pull-time, degree-seeking students who transferred to the University of Maryland, College Park (UMCP), in fall 1983 and whose fall semester grade point average (GPA) was less than 2.0 (N=244) were invited to participate in a diagnostic and prescriptive program designed to help them figure out why their grades were low and how to prevent such grades in the future. The intervention program included an initial meeting with a counselor during RIE-JUL 1984

which the student identified major causes of his/her law grades and worked with the counselor to draw up an academic action plan for obtaining assistance. Later, a follow-up meeting was held, during which the student and counselor discussed the actions the student had taken both within and beyond the actions the student had taken both within and beyond the action the student had taken both within and beyond the action plan. Of the 244 students who received the invitation, 61 attended both meetings. Of these, 57% reported having pursued at least one of the campun resources for academic assistance listed on their action plan and 49% persisted and were in good academic standing in spring 1984. Study findings suggest that transfer students in academic jeopardy who meet individually with a counselor for diagnostic and prescriptive information, and who sign a mutually arrived at academic action plan, persist and do better academically than students who receive no such treatment. (Author/EJV)

JC 880 109

ED 291 446

Cox, Mary Ann
California Community Colleges as Providers of

California Community Colleges as Providers of Remediation.
Learning Assessment Retention Consortium of the California Community Colleges.
Pub Date—[85]
Note—29p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Standards, "College Role, "Community Colleges, Diagnostic Tests, "Minimum Competency Testing, Remedial Instruction, "Remedial Programs, "Statewide Planning, Student Placement, Two Year Colleges Instruction, "California Described in this paper is a proposal concerning

dent Placement, Two Year Colleges Identifiers—*California Described in this paper is a proposal concerning the responsibility of the California community coleges in providing remediation services and programs. The first part of the paper concerns the proposal itself. After a brief statement of the major issues under consideration, the conditions under which student success can be ensured in open access colleges are defined, stressing the need for mandatory assessment and placement in appropriate reading, writing, and mathematica courses; required esrollment in appropriate reading, writing, and mathematica courses the first semester of registration; specification of recommended competency skills levels for all courses; concurrent earollment in college-level courses; support services; articulation activities with feeder high schools; and monitoring of student progress. Following this, the assumptions underlying the proposal are explained, including: (1) random self-placement of students into classes is not sound policy; (2) assessment, placement, and follow-up will increase the institution's ability to respond effectively to students; and (4) campus-selected and locally normed tests reflect the specific needs of the communities served. The second part of the paper discusses three issues supporting the remediation proposal: the revision of academic standards in all segments of higher education; the scope of remediation; and constraints in determining a student's potential for success. (A 28-item bibliography is included.) (EIV)

ED 291 447

Dickmeyer, Nathan Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges, 1936-87.

National Association of Coll. and Univ. Business
Officers, Washington, D.C.
Spons Agency—Association of Community Coll.
Trustees, Annandale, Va.; Center for Education
Statistics (OERI/ED), Washington, DC.
Pub Date—Feb 88
Note—101p.; For the 1985-86 report, see ED 287
528. Small print in Appendix B may affect legibility. ED 291 447

ity.
vailable from—National Association of College
and University Business Officers, One Dupont
Circle, NW, Suite 500, Washington, DC

20036-1178.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Descriptive (141) — Tests/Question-

Pub Type—Numerical/Quantitative Data (110)—
Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Budgets, Community Colleges, Comparative Analysis, *Educational Finance, *Enrollment, Expenditures, *Financial Support, Income,
Instructional Student Costs, National Surveys,
School Personnel, School Statistics, Teacher Student Ratio, Tuition, *Two Year Colleges
Comparative financial information for fiscal year

1986-87 is presented in this report, derived from two surveys of 535 public community and junior colleges. Chapter I provides guidance on the use of the report to compare institutional statistics with national and peer group medians; points out limitations of the data; and summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 2, 3 and 4 present data on the medians and quartiles for the full sample, offering information on expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. Chapter 5 contains medians and quartiles for peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that: (1) 50% of the institutions surveyed spent more than 61% of their operating budgets on instruction, research, public service, and academic support; (2) 50% spent more than 37% of their operating budgets on student services, institutional support, and plant operation and maintenance; (3) 50% spent more than 68% of their operating budget on computer-related expenses; (4) 50% received more than 68% of their revenues from state and local appropriation; and (5) 50% had student-to-faculty ratios for credit instruction of less than 17:1. Appendixes contain information on study methodology, sample surveys, and definitions of terms; a list of participating colleges showing peer group composition for each is also provided. (EJV)

ED 291 448

Nebraska Technical Community College Areas
Budget Report & State-Ald Request for the
Fiscal Year 1968-89.
Nebraska Technical Community Coll. Association,
Lincole

Lincoln.

Pub Date—[88]

Note—95p.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Budgets, Capital Outlay (for Fixed Assets), "Community Colleges, "Enrollment, "Expenditures, "Financial Support, Income, Job Placement, Program Costa, "State Aid, State Surveys, Two Year Colleges

Identifiers—"Nebraska

This budget report for the Nebraska Technical Community College (NTCC) Areas contains information on enrollment, revenues, expenses, and capital improvements for the colleges as a whole and for each NTCC Area. Following a general summary of the appropriations and spending history of the colleges and a list of program sites statewide, the report offers enrollment data for 1986-87 and projections for 1987-88 and 1988-89, including both full-time equivalent (FTE), reimburable education units, and headcount statistics. The next section deals with revenues, providing: (1) information on tax levy history; (2) a comparative tuition schedule; (3) a comparison of the percent of source revenue to total revenue; and (4) breakdowns of revenue by source and by area. Expenses are examined in the next section by program and major object code. The final section contains a capital improvement report. Appendices include a legislative history, notes on the budget preparation process and the budget, and definitions of terms. The total budget increase proposed for 1988-89 is \$2,933,498, which represents a 4% increase over the 1987-88 budget. (EJV)

JC 880 112 JC 880 112
1986 Annual Report to the Board of Directors and
the Technical Community College Areas.
Nebraska Technical Community Coll. Association,
Lincoln.
Pub Date—[87]
Note—58p.

Nebraska Technical Community Coll. Association, Lincoln.
Pub Date—[87]
Note—58p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Board of Education Role, College
Programs, Community Colleges, "Economic Development, "Educational Finance, "Enrollment, Earollment, "State Boards of Education, Two Year
Colleges
Identifiers—Nebraska, "Nebraska Technical
Community College Association
This annual report provides a general review of
the significant activities and accomplishments of the
Nebraska Technical Community College Association (NTCCA) during 1986, as well as enrollment,
placement, program, and financial data on the Nebrasks Technical Community College Areas. The
report begins with an overview of the membership,

organization, goals, and personnel of the NTCCA, a voluntary organization functioning as a state-level coordinating body for area governing boards. The next sections examine the ongoing office duties and responsibilities and special administrative activities of the association office; review the major association activities during the year; provide a legislative report; and present the NTCCA budget. An overview of the Nebraska Technical Community College Areas is presented next, highlighting activities, growth, and changes. This section includes an analysis of enrollment trends, in-state placement statitics, and program information, as well as historical data on revenues and expenditures, and information on agricultural assistance and other activities. Finally, the economic development activities of each technical community college area are described. (EJV)

ED 291 450
University of Hawaii Community Colleges 1987
Annual Report.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

Pub Date—85
Note—37p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF91/F012 Plus Pestage.
Descriptors—Annual Reports, College Faculty, College Planniag, College Programs, "Community Colleges, Degrees (Academic), Educational Finance, "Enrollment, Institutional Characteristics, State Colleges, State Surveys, "Statewide Planning, "Student Characteristics, "Teacher Characteristics, Two Year Colleges Students Identifiers—"Hawaii
This 1987 annual report provides systemwide and

College Students
Identifiers—"Hawaii
This 1987 annual report provides systemwide and institutional information on programs, enrollment, and finances in the University of Hawaii's six community colleges. The first section of the report reviews the accomplishments of 1987 with respect to program improvement, staff development, basic skills education, awards received, curricula, out-reach delivery, partnerships, students on campus, international affairs, community services, special events, resource development, and facilities. The next section presents a mission statement for Hawaii's community colleges, and a chart of organizational structure. Brief systemwide profiles of enrollment, faculty, student services, continuing education, general funds allocation, programs of study, degrees and certificates awarded, and selected student and faculty characteristics are followed by data on student and faculty characteristics are ach of the six individual campuses and the Employment Training Office. Next, plans for the coming year and the remainder of the decade are summarized from the report, "Hawaii's Community Colleges: New Directions for the 30% is Finally, a list of administrators, faculty, and staff is presented. (EJV)

JC 880 118

ED 291 451

Prager, Carolyn, Ed.

Enhancing Articulation and Transfer. New Directions for Community Colleges, Number 61.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-912-2

Pub Date—88
Contract—400-83-0030
Note—107n.

Pub Date—88
Contract—400-83-0030
Note—107—New Directions for Community Colleges; v16 n1 Spr 1988
Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MP01/PC05 Pus Postage.
Descriptors—*Articulation (Education), College Faculty, College Transfer Students, Community Colleges, Curriculum Development, Higher Education, *Intercollegiate Cooperation, Postsecondary Education, Program Descriptions, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges
This collection of essays offers a variety of perspectives on academic and procedural aspects of transfer and articulation activities. The volume includes articles on state, regional, and foundation-sponsored efforts to improve transfer processes, as well as essays concerned with programs to create vehicles and channels for interinsti-

tutional faculty contact. The following articles are presented: (1) "Articulation and Dual Admissions," by Kenneth B. Woodbury, Jr.; (2) "Articulation Florida Style," by Robert S. Palinchak; (3) "Transferability in the Liberal Arts and Sciences," by Dympon Bowles; (4) "The Crucial Role of Faculty in Transfer Articulation," by Rence Berger and Aida M. Ortiz Ruiz; (5) "Transfer Relationships between Two-Year and Four-Year Technological Programs," by Gary Thomas; (6) "Accreditation and Articulation of Business Programs," by Mary Robertson-Smitk; (7) "Winning Together: Negotiating Transfer Agreements in Allied Health," by Elizabeth C. King; (8) "An Information-Driven Articulation Model," by Richard D. McCrary; (9) "The Other Transfer Degree," by Carolyn Prager; and (10) "Sources and Information: Policy and Practice in Articulation and Transfer," by Anita Y. Colby and Mary P. Hardy. (EJV)

ED 291 452 JC 880 133

ED 291 452
Zilkowski, R. Lucus, John A.
Feasthility of Beginning a Program in Business
Information Management, Volume XV, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of
Planning and Research.
Pub Date—30 Mar 87
Note—249.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—8Administrator Education, *Business
Descriptors—8Administrator Education, *Business
Descriptors—Stilla, College Programs,

Pub Type— Reports - Evaluative (142) —
Testa (Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - Administrator Education, "Business Education, Business Skills, College Programs, Community Colleges, Employer Attitudes, Feasibility Studies, Management Development, Management Information Systems, Managerial Occupations, "Middle Management, Occupational Surveys, Office Machines, Two Year Colleges, Vocational Education
In December 1986, a study was conducted at Illimois' William Rainey Harper College (WRHC) to determine the feasibility of beginning a Business information Management (BIM) program aimed at the middle-management level. A survey was mailed to 795 organizations with 250 or more employees in meighboring counties, requesting information on the interest in the proposed program, starting salaries and job titles that would be offered to BIM program graduates, hiring requirements, and comments on the proposed curriculum. The study also examined characteristics of the companies, how they handled BIM, their level of automation, automation applications used by managers, plans for instituting BIM, use of word processing, and kinds of word processing packages used. Study findings, based on an 8.7% response rate, included the following: (1) the organizations interested in the proposed new program estimated that they would encourage 74 existing employees to enroll for a few courses, 27 to enroll in the estificate program, and 48 to enroll in the associate degree program; (2) the organizations interested in the proposed new program estimated that they would encourage 74 existing employees to enroll for a few courses, 27 to enroll in the certificate program, and 48 to enroll in the associate degree program; (2) the organizations interested in the proposed BIM program would be 520,000; (5) 48.5% of the companies had a business information center; and (6) over 95% indicated that they would be 70,000; (5) 48.5% of the companies had a business information center; and 60 over 95% indicated that they use

JC 880 135

ED 291 453

ED 291 453

Lucax, John A.

Follow-Up Study of 1985 Harper Transfer Alumni.
Volume XVI, No. 1.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—31 Aug 87

Note—749.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptora—Alumni, *College Graduates, *College Transfer Students, Community Colleges, "Employment Patterns, Followup Studies, Graduate Surveys, *Outcomes of Education, Participant Satisfaction, Questionnaires, Two Year Colleges, *Two Year College Students, Vocational Followup

In 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to gather fol-

low-up data on transfer-oriented students one year after they had accumulated at least 48 semester hours of credit at WRHC. All 634 alumni meeting these criteria were surveyed concerning their current education/employment status, their evaluation of WRHC. And their activity pattern while at WRHC. Study findings, based on a 75% response rate, included the following: (1) almost 41% of the transfer alumni were employed full time, in comparison to 30% of the respondents in previous surveys; (2) an all-time low of 63.5% were enrolled in college; (3) the jobs heid by the alumni were for the most part office or clerical (15.3%), business or finance (14.6%), retail stores (10%), asles (8.1%), food service (7.8%), and health fields (7.6%); (4) the percentage of students transferring into engineering fields was 13.5% in comparison to previous years averages ranging from 4% to 11%; (5) the 1985 alumni were less likely to transfer to a field similar to their WRHC major compared to past alumni; (6) since 1974, transfer students maintained or improved upon their WRHC grade point average at every institution except one; (7) the persistence rate of WRHC transfers (86%) was higher than the rates of other community college transfers or four-year college transfers, but lower than the rate of native students; and (8) alumni felt WRHC did the best job in broadening their horizons, increasing their maturity and self-confidence, and improving their communication skills. Detailed findings and the survey instrument are included. (UCM)

Jirak, Mary Ann Lucas, John A.
Follow-Up Study of Former Students of the Executive Secretarial Program. Volume XVI, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—31 Aug 87
Note—449.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—31 Aug 87
Note—44p.
Pub Type— Reports - Research (143) — Tests/
Questionnsires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Business Skills, College Graduates,
Community Colleges, *Education Work Relationship, *Employment Patterns, Followup Studies,
Graduate Surveys, Income, *Office Occupations
Education, Outcomes of Education, Questionnairea, *Secretaries, Two Year Colleges, Two
Year College Students, Vocational Followup
A study was conducted at Illinois' William Rainey
Harper College (WRHC) to assess the current employment experiences of students who had been enrolled in the college's Executive Secretarial
Program. The study population consisted of all 232
students who completed SEC-237 (Secretarial Seminar and Internahip) between fall 1976 and spring
1986, and who majored in the Executive Secretarial
Program. Study findings, based on a 57% response
rate, included the following: (1) more than 77% of
the former Executive Secretarial Program students
were employed full-time, at an average salary of
319,800; (2) among those employed, only 5% had
left the secretarial field; (3) most former students
were working in large offices (over 20 persons) and
in large companies (more than 500 employees); (4)
35% of the former students felt that they had been
mell prepared at WRHC, but that their skills were
not fully utilized on the job; (5) only 5% felt they
were underprepared at WRHC, but that their skills were
not fully utilized on the job; (5) nalpy 5% felt they
were underprepared at WRHC, but that their skills were
not fully utilized on the job; (1) nanuage skills and
typing were rated the most valuable basic skills and
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Flaherty, Toni
Student Characteristics as Compared to the Community Profile, Fall, 1986. Volume XVI, No. 8.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
Pub Date—20 Jan 88
Note—32p.

Pub Uses
Note—32p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160) — Numerical/Quantitative

Pub 137Questionnaires (1807 —
Data (110)

Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Community Characteristics, Comunity Colleges, Continuing Education, "I mography, "Educational Trends, Enrollment

*Enrollment Influences, Enrollment Treade, Marketing, Questionnaires, School Surveys, Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Recruitment, Two Year Colleges, *Two Year College Student Identifiers—Illinois (Palatine)
In fall 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to provide William Rainey Harper College (WRHC) to provide student profile for general information purposes, to gather data not available on the college's automated student data file, and to analyze WRHC's market outreach. Surveys were mailed to random samples of 500 credit degree students and 300 continuing oducation students. Response rates of 87% for degree credit students and 80% for continuing education students were obtained. Study findings included the following: (1) most of the demographic factors of students had remained fairly constant over last 5 to 10 years; (2) fewer students were interested in bus transportation or car pooling each year; (3) student enrollments dropped substantially in fall 1984, and slightly in 1985 and 1986, with the decline affecting all segments of the student population equally; (4) among continuing education respondents, students were planning to stay at WRHC for shorter periods, were less likely to take courses for general interest or personal development, and were more likely to enrolled for retraining or refresher purposes than in previous years; (5) employer financial contributions had increased for continuing education students; (6) the presence of the campus, the semester schedule, and the influence of friends and relatives continued to be the major factors which actually stracted students to enroll at WRHC continued to be riends and relatives, convenience, the availability of specific programs and offerings, and low cost. friends and relatives, convenience, the availability of specific programs and offerings, and low cost. The study report includes detailed results and the survey instrument. (Author/EJV)

ED 291 456 JC 880 138

Lucas, John A.
Fellow-Up Study of 1986 Harper Career Alumni.
Volume XVI, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of
Planning and Research.
Pub Date—29 Feb 88

Note-46p.

Pranting and Research. Pub Date—29 Feb 88
Note—46p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDBS Prier - MFDI./PCD2 Plus Postage.
Descriptors—Alumni, *College Graduates, *College Transfer Students, Community Colleges, *Employment Patterns, Followup Studies, Graduate Surveys, *Outcomes of Education, Participant Satisfaction, Questionnaires, Two Year Colleges, *Two Year College Students, *Vocational Education, Vocational Followup
As part of an ongoing evaluation of the career programs at Illinois William Rainey Harper College (WRHC), 6 follow-up study of 1986 program graduates was conducted and results were compared with previous years. Questionnaires were sent to 491 students who earned 48 or more hours during the 1985-86 academic year at WRHC. Study findings, based on a 75.6% response rate, included the following: (1) nursing and data processing were the two largest majors, representing 35% of the respondents; (2) about 62% of the career alumni were employed full time; (3) 25% were employed part time, the highest percentage in the history of WRHC; (4) 73% had obtained a degree or certificate from WRHC; (5) about 36% were continuing their education 1 year after leaving WRHC; (6) 2.5% were unemployed in a field that was either closely related or identical to their major at WRHC; (8) 35% were working in health-related fields, while 10% were in clerical or office-related jobs; and (9) of those not employed in their field of study, 22% said they could not find a job in their field, 35.5% preferred another field or study, 22% said they could not find a job in their field, 35.5% preferred another field or study, 22% said they could not find a job in their field, 35.5% preferred another field or study, 22% said they could not find a job in their field of study, 22% said they could not find a job in their field of study, 22% said they could not find a job in their field, 35.5% preferred another field or study.

PS

ED 291 457 PS 016 920 Gage, Gwendolyn Rowe
Can Education Be Separated from Moral Develop-

Pub Date—Feb 87
Note—18p.; Paper presented at the Annual Conference of the Chicago Association for the Education of Young Children (Chicago, IL, February 1987). Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Child Development, Concept Formation, "Developmental Stages, Justice, "Moral Development, "Moral Values, "Plagetian Theory, "Teacher Role, Theories, Value Judgment Identifiers—"Justice Reasoning
This presentation: (1) outlines three educational approaches to moral development; (2) explains Pisger's stages of moral judgment; (3) reviews Piaget's feas about the development of children's concepts of justice; and (4) discusses comments by contemporary educators concerning moral education and in implications. Outlined in Part I are character education, values clarification, and the cognitive-developmental approach to moral development. Part II reviews pre-moral, heteronomous, and autonomous stages of moral development. Implications of the stages are pointed out. Part III reviews mannent, retributive, and distributive categories of justice reasoning. Part IV explores ideas of Jean Piages, Neil Postman, and Constance Kamil for suggestions of ways to support moral development and avoid indoctrination during children's early years. (RH)

PS 016 969 ED 291 458

Preschool Education: Selective Bibliography of 1984, Part I and II. Information Bulletin. Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.

ote -600p.; For earlier bibliographies, see ED 211 182, ED 250 056, ED 264 936, ED 267 886, and

Pub Type— Reference Materials - Bibliographies
(131)

BD 281 009.

Robert Type— Reference Materials - Bibliographies (131)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Annotated Bibliographies, Capitalism, "Child Development, Cognitive Development, "Educational Practices, "Educational Theories, Emotional Development, Ethical Instruction, "Foreign Countries, "Ideology, "Preschool Education, Preschool Teachers, School Organization, Social Development, Socialism, Special Education

This two-volume annotated bibliography cites 702 articles published in 1984 on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, the Union of Soviet Socialist Republics, Belgium, Canada, the United States, Austria, Poland, Switzerland, Ireland, East Germany, West Germany, and Rumania. Entries are classified into 13 main categories: (1) social and ideological basis of preschool education; (3) organization of preschool education; (4) education of preschool education; (6) preschool education; (7) care of health and physical education; (8) social and emotional development and moral education; (9) speech and language education; (10) intellectual development and education of the intellect; (11) aesthetic education; (10) intellectual development and education; (10) intellectual development and education; (10) education of children requiring special care; and (13) the environment surrounding the child, including buildings, playgrounds, equipment, and facilities (RH)

ED 291 459

ED 291 459 PS 016 991

Kuiken, Jake School-Age Child Care. Pub Date-Mar 85

School-Age Chust Care.
Pub Date—Mar 85
Note—22p.; The use of small print and colored paper may affect legibility.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Pastage.
Descriptors—Background, Educational Equipment, Educational Resources, Elementary Education, eFederal Aid, Foreign Countries, Individual Development, Instructional Materials, "Latchkey Children, Preschool Education, Program Implementation, "School Age Day Care Identifiers—"Camada, "Self Care, Self Management This report provides background information about latchkey children. In addition, the report provides general information concerning school-age programs and some of the more readily available resources in North America. Among the issues considered are those which seem to be generating the most concern. These include staffing, qualifications, RIE JUL 1988

auspices, funding, alternate forms of care, ratios, relationship to preschool programs, and operation of joint preachool and school-age programs. Attention is also given to school-age that care in Alberta, starting a school-age program, self-care, and the future for school-age child care. Included at the end of the report, in addition to a list of references, are an 88-item bibliography, a 13-item resource list, and a list of basic equipment and materials to supply when beginning a school-age child care program. (RH)

PS 016 992

ED 291 460 PS 016 99
Mayfield, Margie I.
Employer-Supported Child Care in Canada — Les
Services de Garderie Subventionnes par l'Employeur au Canada.
Pub Dato—Mar 85

phoyeer as Canana.
Pub Date—Mar 85
Note—17p.
Language—English; French
Pub Type— Multilingual/Bilingual Materials (171)
— Information Analyses (070)
EDRS Fries - MP01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Classification, *Cost Effectiveness, *Employers, *Employer Supported Day Care, English, Foreign Countries, French Identifiers—*Canada, User Characteristics
In this overview of employer-supported day care in Canada, several issues are discussed in English and French. Topics include: (1) development of employer-supported day care (ESDC) in Canada; (2) benefits of ESDC; (3) types of ESDC; (4) types of employers and reasons for establishing or supporting child care programs; (5) users of ESDC programs; and (6) obstacles to establishing ESDC programs, A table indicates advantages and disadvantages of six types of ESDC, including on-site centers, off-site centers, consortia, information and vantages or BX types of ESDC, including on-site centers, off-site centers, consortia, information and referral services, voucher systems, and alot or vendor systems. It is concluded that for some companies and organizations, ESDC can be appropriate, feasible, and worthwhile. An 8-item annotated bibliography is provided. (RH)

ED 291 461 PS 017 013

EDJ 291 401

FS 017 015

Eylon, Bat-Sheva Razel, Micha

The Agam Project. Progress Report No. 1

(June-December 1983).

Weizmann Inst. of Science, Rehovot (Israel).

Pub Date—Jan 84

Note—79; For Progress Report No. 2, see PS 017

014.

Ol4.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors—"Curriculum Development, Foreign
Countries, *Preschool Children, Preschool Education, Program Implementation, Research
Dessign, Teacher Education
Identifiers—"Israel
Described are the accomplishments of Project
Agam during its first 6 months of operation. Discussion focuses on curriculum materials project staffing, program implementation, related research and
evaluation plans, and teacher training. An outline of
the projected work plan, including a pilot study and
restricted and larger-scale experimental runs, is provided. (RH) vided. (RH)

ED 291 462 PS 017 014

PS 017 01 Eylon, Bat-Sheva And Others The Agam Project. A Research and Curriculum Development Program in Visual Education. Progress Report No. 2 (January-December 1984).

Weizmann Inst. of Science, Rehovot (Israel). Pub Date—Dec 84

Pub Date—Dec 84
Note—127p.; For Progress Report No. 1, see PS
017 013. The Agam Project has been funded by
Walter Schoenfeld, Seattle, and Ormat Turbines
Ltd., Israel.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Cognitive Ability, Creativity, Curiculum Development, Elementary School Students, Foreign Countries, Grade 1, Hebrew,
*Inservice Teacher Education, Intelligence, *Preschool Children, Preschool Education, *Program
Effectiveness, Program Evaluation, *Program Implementation, Questionnaires, Videotape Recordings, Visual Learning
Identifiers—Agam Method of Visual Education,
*Israel

Reported are the main activities undertaken in

Israel during 1984 as part of the implementation of the Agam Method of Visual Education for preschool children. When the program's curriculum units were translated from the French, a revised version of the Agam Program was developed which involved no major changes in program content. Program implementation, begun in December 1983, was continued during the 1983-85 school years at four preschools, and expanded to include implementation in a first grade class twice a week. During the year, teachers were trained and a video film presenting an overview of the program was produced for use in future teacher training sessions. Program implementation was evaluated by several means, including teacher questionnaires for each learning activity, discussions at periodical review meetings, teacher interviews, and classroom observations. Findings suggest that the program is suitable for 4- and 5-year-old children and for first graders, and that a considerable amount of teacher training is necessary for effective classroom implementation. Also reported are findings of two investigations of the Agam Program's cognitive outcomes, including effects on intelligence, creativity, and the visual skills of identification, memorization, and reproduction. Affective outcomes and other effects of the program are reported. Related materials, which are written mainly in Hebrew, are provided in the appendices, and include a questionnaire for the preschool teacher, a set of visual skills tests, the first year summary test, and a summary of cognitive research instruments. (RH)

PS 017 046

Grant, James P.
The State of the World's Children, 1988.
United Nations Children's Fund, New York, N.Y.
Report No.—ISBN-0-19-261723-0
Pub Date—88

Pub Date—88
Note—95p.; For prior UNICEF reports, see ED
241 128, ED 248 946, ED 253 302, ED 258 687,
ED 265 926, and ED 283 612.
Available from—Oxford University Press, 200
Madison Avenue, New York, NY 10016 (36.25).

ED 265 926, and ED 283 612.

Available from—Oxford University Press, 200

Madison Avenue, New York, NY 10016 (36.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MFDL/PC04 Plus Pastage.

Descriptors—Acquired Immune Deficiency Syndrome, Agency Cooperation, Breastfeeding, "Children, "Developing Nations, Foreign Countries, Global Approach, "Health Programs, "Immunization Programs, Infant Mortality, "Infants, International Cooperation, "Mothers, Nutrition, Program Effectiveness, Tables (Data)

Identifiers—Oral Rehydration Therapy

This special UNICEF report documents how an alliance of social resources-teachers, organizations, agencies-is beginning to help provide parents throughout the world with health knowledge that will benefit their children. Discussed are: (1) low-cost methods of protecting children's lives and growth which now prevent 2 million child deaths per year; (2) the benefits of the promotion of immunization and oral rehydration therapy; (3) the need for renewed commitment by the industrialized world to help the poorest; (4) the rights of families to knowledge about birth control, disease prevention, amoking, alcohol, and AIDS; (5) ways in which and sulliance of agencies, schools, religions, media, and volunteers can bring health knowledge to parents; (6) how community health workers can support women in the developing world; and (7) the importance of the participation of all possible organized resources in "a grand alliance for children." Eight extensive tables of data support the text, and 13 text figures are included. In addition, 18 descriptive panels placed throughout the text describe the efforts of various countries and organizations to improve children's health, or provide progress reports on topics such as AIDS and breastfeeding. Footnotes to the tables, a glossary, a list of data sources, and a list of UNICEF's offices conclude the report.

SKC)

Steenland, Sally
Prime Time Kids: An Analysis of Children and
Families on Television.
National Commission on Working Women, Washington, D.C.

ington, D.C.
Pub Date—Aug 85
Note—16p.
Available from—National Commission on Working
Women of Wider Opportunities for Women, 1325
G Street N.W., Lower Level, Washington, DC
20005 (St.00).
Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Family, "Children, "Commercial Television, "Family Life, Family Problems, "Family Life, Family Problems, "Family Relationship, "Family Structure, Popular Culture, Television Research
This report is the first in a series examining television's treatment of specific issues in women's lives. This report focuses on the way in which children and families are portrayed on television and how this relates to the reality of families' lives. In particular, the report examines family interactions, income level, race relations, and child care issues as portrayed by television. It is concluded that in spite of a superficial semblance of reality, many of today's television shows are removed from the real world. (PCS)

PS 017 078 ED 291 465

Schneider, Kliust
Cognitive Task and Task-Outcome Evaluations in
Preschoolers' Achievement-Striving.
Pub Date—Jul 87
Note—25p.; Paper presented at the Conference of
the International Society for the Study of Behavioural Development (Tokyo, Japan, 1987). Filmed
from best available copy. For related document,
see PS 0.17 079. e PS 017 079.

see PS 017 079.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bias, "Cognitive Ability, "Difficulty
Level, "Expectation, "Failure, Foreign Countries,
Intuition, Models, Nonverbal Communication,
Preschool Children, Preschool Education, Research Design, "Success, Toddlers
Identifiers—"West Germany
A series of studies demonstrates that preschool,

search Design, *Success, Toddlers Identifiers—West Germany
A series of studies demonstrates that preschool, preoperational children deal effectively with tasks by anticipating the likelihood of their success and failure. They manifest these expectations in their behavior: in their decision time for making predictions, in the distributions of these predictions, and in their approach to particular tasks. They are also able to make explicit certainty or expectancy statements when they are allowed to express what they know behaviorally. Preschool children use other information in a way similar to that used by school-age children and adults. Furthermore, they are influenced by a kind of motivational bias, anticipating more successes than seem warranted, especially for high levels of difficulty. Similar biases, however, have been observed in adults, especially when a response mode was used for which reality constraints were not strong. In general, results suggest a more positive view of young children's abilities to anticipate their future performance than that which has been held by other investigators of achievement behavior in children. Accounting for this outcome is the fact that tasks were used which enabled children to capitalize on their experience outside the laboratory and which tried to tap children's understanding by nonverbal methods. Nineten 10 figures are provided. (RH)

PS 017 079 ED 291 466

Schneider, Klaus
The Development of Emotions in Preschool Children during Achievement-Oriented Striving.
Pub Date—Jul 87

dren during Achievement-Oriented Striving.
Pub Date—Jul 87
Note—22p.; Paper presented at the China Satellite
Conference of the International Society for the
Study of Behavioural Development (Beijing,
China, 1987). Filmed from best available copy.
For related document, see PS 017 078.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Pastage.
Descriptors—"Cognitive Ability, "Comprehension,
"Discrimination Learning, "Emotional Response,
Pacial Expressions, Pailure, Foreign Countries,
Nonwerbal Communication, Performance Factors, "Preschool Children, Preschool Education,
Success, "Toddlers
Identifiers—Gaze Patterns, "West Germany
An attempt was made to document the beginning
of children's ability to make cognitive-emotional
discriminations between the ages of 2 and 5 years
were administered structurally similar achievement
games and effect games. It was thought that as soon
as success and failure became more to children than
just interesting effects with no relevance for
self-evaluation, children would discriminate in their

emotional reactions between similar physical signals representing either a skill-independent effect, or success or failure in an achievement task. Data were gathered by assessing children's emotional reactions in the two tasks and older children's understanding of the tasks. Subjects of Study I were 40 preschool children. Findings suggested that preschool children differentiated behaviorally-but apparently not conceptually-between events dependent on skill and events dependent on chance. Children manifested as much of a true smile (Darwin, 1872) in failure situations; but zygo-failure situations; but zygofested as much of a true smile (Darwin, 157.2) m failure situations as in success situations; but zygo-maticus reactions, or partial smiles, in success trials were somewhat more intense than in failure trials. In Study II children between 2 and 3 years of age were observed while they played the same two games. Findings indicated that children's looking behaviors discriminated between child and experi-menter trials. A four-page reference list is included. 78 H)

PS 017 111

ED 291 467

Denham, Susanne A. Couchoud, Elizabeth
Young Preschoolers' Ability To Identify Emotions
in Equivocal Situations.
Pub Date—Aug 87

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association
(New York, NY, August 28-September 2, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Cognitive Ability,
**Obifficulty Level, Egocentrism, **Emotional Experience, **Identification, Individual Development, **Preschool Children, Puppetry, Research
Methodology

Methodology Identifiers—*Emotions

Mentifers—"Emotions
To investigate the ability of young children to
perceive the feelings of others, 44 preschool children with a mean age of approximately 3 years, 8
months were shown 12 vignettes in which a puppeteer emitting facial and vocal cues twice contrasted
all possible pairs of happy, sad, angry, and afraid
emotions. Mothers completed a questionniare containing narratives of all 12 vignettes and indicated
the affective behavior that they thought their child
would express in the depicted situations. In the performance of vignettes, a puppet of the same sex as
the subject represented the emotion that differed
from the emotion mothers had indicated their child
would have. Children were asked: "How does the
puppet feelf" To answer, children selected one of
two cloth faces representing differing emotions and puppet feel?" To answer, children selected one of two cloth faces representing differing emotions and affixed it to the puppet. It was hypothesized that subjects would show a greater than chance ability to use personalized information about the puppet, rather than relying on their own experience, and it was expected that such ability would be age-related. In addition, personalized information was expected to be more readily used by preschoolers when the puppet's and their own emotions differed along positive or negative dimensions, and when certain pairs of emotions were contrasted. Findings supported each of these hypotheses. (RH)

PS 017 115 ED 291 468

ED 291 468

Hubbell, Ruth And Others

The Transition of Head Start Children into Public School, Final Report: Volume I.

CSR, Inc., Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.—BOA-105-86-8123

Pub Date—Nov 87

Note—115: For Volume II (Formative Evalua-

Note—115p.; For Volume II ('Formative Evalua-tion of 15 Head Start to Public School Transition Grantees'') and Executive Summary, see PS 017 116 and PS 017 117.

116 and PS 017 117.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Involvement, Comparative Analysis, *Compensatory Education, *Day
Care, Demonstration Programs, Early Childhoot
Education, Elementary Education, *Elementary
Schools, Grants, Program Development, Program
Effectiveness, *Staff Role, Surveys, *Transitions

Effectiveness, "Start Role, Surveys, "Transitional Programs identifiers—"Project Head Start Because the transition of Head Start children into elementary school can be a stressful time for children and parents, Head Start implemented a national transition initiative. This study examined the transition efforts of a responding sample of 104 Head Start programs (out of a stratified random sample of 144) and 15 additional Head Start pro-

grams that received special transition grants in 1986. This volume, the first of two, presents survey findings and a comparison of programs and transition grantees. Respondents included, for each program, the Head Start director, the principal of a randomly selected correspondent elementary school, a kindergarten teacher in that school, and parents of two children in that teacher's class who had formerly attended Head Start. In addition, for grantee programs, personnel surveyed included Head Start component coordinators, a Head Start teacher, and, for each program, a school district official. Project proposals were used to develop descriptions of each transition program. Findings indicated that Head Start programs with transition grants were more likely to conduct transition activities with schools than were programs without grants. Furthermore, grantees were more likely to grants. Furthermore, grantees were programs without grants furthermore, grantees were more likely to transfer records and to involve school teachers and principals in transition activities. Grantee school teachers were more likely to talk with parents. Parents involved in grantee and other surveyed programs were very similar in their participation in transition activities and concerns. Effective transition methods and the barriers to transition are scribed. Forty-seven tables are provided. (RH)

PS 017 116 ED 291 469

Hubbell, Ruth And Others Formative Evaluation of 15 Head Start to Public School Transition Grantees. Final Report: Vol-

Formative Evaluation of 15 Head Start to Public School Transition Grantees. Final Report: Volume II.

CSR, Inc., Washington, D.C.
Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.—BOA-105-86-8123
Pub Date—Nov 87
Note—96p.; For Volume I ('The Transition of Head Start Children into Public School'') and Executive Summary, see PS 017 115 and PS 017 117.
Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MP0L/PC04 Plus Postage.
Descriptors—Community Involvement, "Compensatory Education, "Day Care, Demonstration Programs Edivection, "Day Care, Demonstration Program Descriptions, "Program Development, Program Descriptions, "Program Development, Program Effectiveness, Public Schools, "Staff Role, "Transitional Programs Identifiers—"Project Head Start
This volume, second of two, presents results of the formative evaluation of 14 Head Start programs that received grants for the purpose of demonstrating a variety of approaches to improving transition between Head Start programs and elementary schools. The evaluation was designed to obtain data on project implementation, successes, and obstacles. Ten grantee programs, which varied in geographic location, were surveyed by mail or through personal interviews; five which varied in program approach, geographic distribution, and auspices were selected for site visits. Respondents at the 14 cooperating sites included Head Start directors, program component coordinators, Head Start teachers, school district officials, school principals, school teachers, and former Head Start parents whose children were currently in kindergarten. Project proposals, which were used to develop descriptions of the transition programs, depicted transition activities unique to each projects. Section 1 of the report provides the marrative descriptions of the 15 original programs (one site did not respond). Section 2 provides a quantitative analysis of the data that focuses on activities commonly conducted by grantees. Many progr such discontinuity, the transition grantees developed a variety of activities, agreements, and approaches. Thirty tables are provided. (RH)

PS 017 117 ED 291 470

Hubbell, Ruth And Others
The Transition of Head Start Children into Public

The Transition of Head Start Children into Public School. Executive Summary.

CSR, Inc., Washington, D.C.
Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.—BOA-105-86-8123

Pub Date—Nov 87

Note—8p.; For Volume I and Volume II, see PS 017

115-116.

Pub Type— Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Community Involvement, Compara-

RIF JUL 1988

tive Analysis, "Compensatory Education, "Day Care, Demonstration Programs, "Elementary Schoola, Graats, Program Development, "Program Effectiveness, Staff Role, Surveys, "Transitional Programs Identifiers—"Project Head Start Reported in this executive summary are findings of a survey and comparison of the transition efforts of a responding asmple of 108 Head Start programs (out of a stratified random sample of 144) and 15 additional Head Start programs that received special transition grants in 1986. Respondents included, for each program, the Head Start director, the principal of a randomly selected correspondent elementary school, a kindergarten teacher in that school, and parents of two children in that teacher's class who had formerly attended Head Start. For grantee programs, respondents included those listed shove as well as Head Start component coordinagrantee programs, respondents included those listed above as well as Head Start component coordina-tors, a Head Start teacher, and, for each program, a school district official. In addition to findings, effec-tive transition methods and the barriers to transition are described. (RH)

ED 291 471 PS 017 118

Fathers' Participation in Parental Leave. Swedish Information Service.

ub Date-Nov 87

surnal Cit-Social Change in Sweden; n37 Nov

1987

Pub Type— Collected Works - Serials (022)

EDRS Price - MF91/PC91 Plus Postage.

Descriptors— "Child Rearing, "Fathers, Foreign
Countries, Futures (of Society), "Leaves of Absence, Parent Participation, "Parent Role, "Sex
Role, Social Change
Identifiers— "Parental Leave, Social Policy, "Swe-

Summarized are findings from an investigation of Swedish parents, who were studied to discover barriers to fathers taking time off from work to care for a newborn. Discussion focuses on: (1) fathers' participation in parental leave; (2) parents who take leave, and why; (3) barriers to fathers' participation in parental leave; (4) the potential of social policy for effecting sex-role changes; and (5) prospects for the future. In summary, the Swedish experience suggests that traditional exclusion of men from child care is highly resistant to change. Policymakers can give men opportunities to participate more in child care from the very beginning of their child's life, but many will not take advantage of such opportunities. While some structural obstacles to leave-taking appear to exist in the form of inflexible jobs, intolerant employers, and restrictions on income compensaemployers, and restrictions on income compensa-tion, adherence to traditional sex-role attitudes ems to be an even more important reason why others remain responsible for child care in Swe-m. Clearly, it is not just men who are content with the status quo, but women too are still most com-fortable with a situation in which they are the ones primarily responsible for child care. The sexual diviprimarily responsible for child care. The sexual divi-sion of labor is likely to persist in post-industrial societies for some time to come. (RH)

PS 017 121

Preventing Out-of-Home Placement: Programs
That Work, Hearing before the Select Committee on Children, Youth, and Families. House of
Representatives, One Hundredth Congress, First

Congress of the U.S., Washington, DC. House Se-lect Committee on Children, Youth, and Families. Pub Date—9 Jun 87

Note-112p. Available fromvailable from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06407-2, \$3.25).

DC 20402 (Stock No. 052-070-06407-2, \$3.25). Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) EDRS Price - MF01/PC05 Plus Postage. Descriptors—Child Welfare, Costs, *Family Problems, *Family Programs, Foster Care, Hearings, *Intervention, Models, *Program Content, Program Descriptions, *Program Effectiveness, Social Services Identifiers—Congress 100th, *Family Preservation Services, *Program Characteristics, Social Barriers

ers
On June 9, 1987, a hearing was held for the purpose of receiving testimony about family preservation programs that aim to keep children out of foster
care by strengthening troubled families. Testifying
were program providers, a juvenile court judge, and

families who have benefited from family preservation services. Testimony focused on the compoments of a successful family preservation program,
populations for whom such programs are appropriate, and the timing and methods of intervention.
Also discussed were how these preventive programs
differ from other social services, barriers to their
implementation or expansion, and their costs as
compared to the costs of foster care or residential
treatment. Prepared statements, letters, and supplemental materials include: (1) a description of a family preservation service delivery model; (2) a
discussion of common goals, philosophies, and techniques of family-based services; (3) issues in building family preservation services as a core niques of family-based services; (3) issues in building family preservation services as a core component of state child welfare systems; and (4) a statement of context and policy implications, a rationale, and applications for family preservation programs. Programs described were located in Maryland, New Hampshire, Florida, Iowa, California, and Virginia. (RH)

PS 017 133

Hawkins, Robert P. And Others Foster-Family-Based Treatment: What Is It? Pub Date—Aug 87

Pub Date—Aug 87

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association
(New York, NY, August 28-September 1, 1987).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Behavior Problems, Children, Delivery Systems, Foster Care, "Foster Family, "Innovation, Program Descriptions, "Psychological Services"

Identifiers-*Foster Family Based Treatment, *Program Characteristics

ster-family-based treatment program recruits A loster-tamily-based treatment program recruits couples from the community that are willing to learn a set of treatment procedures and accept a disturbed or disturbing child or youth into their family. The couples apply the learned procedures consistently, and under supervision, while they also provide good care and parenting. Though superficially similar to foster care, foster-family-based cially similar to foster care, foster-family-based treatment exists for the purpose of providing treatment, and not just food, clothing, and protection. Ten aspects differentiate the two types of services. A recent development, foster-family-based treatment does not fit neatly into any existing discipline, such as social work, special education, or psychology. Its intrinsic advantages include minimal restrictiveness and maximal generality with regard to the behaviors and situations it can address. Experience with the treatment indicates that foster-family-based treatment can also be intensive, in that it ly-based treatment can also be intensive, in that it uses several powerful treatment technologies that converge to yield major changes in very significant behaviors. (RH)

ED 291 474 PS 017 134

Honig, Alice S. Pfannestiel, Annette Clinical Issues in Reaching Low-Income Fathers with a Program of "Information and Insights about Infants" (III).

with a Program of "Information and Insights about Infants" (III).

Pub Date—Mar 88

Note—25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (San Francisco, CA, March 1988).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—4Attachment Behavior, "Fathers, High Risk Persons, "Infants, "Intervention, Low Income Groups, Parent Child Relationship, Parent Education, "Program Effectiveness, "Recruitment, Research Problems, Training, Videotape Recordings Recordings lentifiers—*New Parents

Identifiers—"New Parents
Of a group of 67 low-income first-time fathers-to-be, half were randomly assigned during the
second trimester of pregnancy to participate in an
intervention program designed to acquaint them
with information, insights, and clinically appropriate techniques of responsive care for infants. Fathers were videotaped in feeding interactions with
infants at hospital discharge and at 1 month of age.
During two 1.5 hour training sessions, the Information and Insights about Infants (III) program attempted to sensitize fathers to fetal and early
infants' characteristics and behaviors; the need for
early and responsive attunement to infant state and
signals of distress; and ways to modulate distress.
Soothing techniques were modeled with a doll. Intrauterine bonding was encouraged through specific

akin contact with the pregnant partner. Difficulties in recruitment were caused by fathers' lack of commitment to partner or infant, suspicion of a project about babies, drug and alcohol abuse, illiteracy, or personality problems. At maternity clinics, pregnant women were enlisted to encourage their pertners to participate. Transportation to the clinic and oral presentation of questions helped ensure father participation. Early identification of fathers, akill and persistence of the intervenor, and continuity of caring were identified as prognosticators of success in reaching fathers-to-be. (RH)

Minimum Standards for Schools: Grades Kinder-garten and Above. Texas State Dept. of Human Services, Austin. Pub Date—May 85 Note—57p.

Pub Date—May 85

Note—57p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communicable Diseases, *Dsy Care, Discipline, Educational Environment, Elementary Education, *Elementary Schools, Equipment Standards, Pood Standards, Health, Primary Education, *School Buildings, *School Personnel, School Safety, *State Legislation, State Licensing Boards, *State Standards

This document enumerates the minimun standards

School Safety, "State Legislation, State Licensing Boards, "State Standards
This document enumerates the minimum standards which have been in effect since May 1, 1985 for all Texas child care facilities offering educational programs in one or more grades for children ages 5 through 13. The following areas of concern are covered in the seven chapters: (1) organization and administration (in general, and of enrollment and records); (2) personnel (director and staff qualifications and responsibilities, training, and staff-child ratio); (3) buildings, grounds, and equipment (space, furnishings, equipment, toilet facilities, and use of facility); (4) fire, sanitation, and safety; (5) physical health (health requirements for children, iliness or injury, medication, emergency phone numbers, and animals); (6) food service and nutrition; and (7) activities (operation, discipline and guidance, children with need for special day care, water activities, and transportation). A glossary follows the text of the standards. The first two appendixes present the Texas Human Resources code, Chapter 42, Regulations of Child-Care Facilities; and excerpts from the Texas Family Code. The remaining appendixes are on the following topics: child care facility immunization requirements; alternatives to physical punishment; communicable diseases; sanitization procedures for food service equipment; and criminal offenses from the Texas Penal Code. (SKC) procedures for food service equipment; and cr offenses from the Texas Penal Code. (SKC)

PS 017 143 ED 291 476

Moriarty, Sheila Hoffmann, Rita
Different Voices: Responses from Minnesota's
Many Families
Minnesota Governor's Council on Families and
Children, St. Paul.; Minnesota State Dept. of Human Services, St. Paul.
Pub Date—Aug 85

Pub Date—Aug 85
Note—34p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Childrens Rights, Day Care, Employer Supported Day Care, Family Characteristics, *Family Problems, *Family Programs, Family Violence, *Government Role, *Public Policy, *State Aid, State Government, *State Programs

Pathly violence, Government, *State Programs
Policy, *State Aid, State Government, *State Programs
This report was prepared as a result of Minnesota
Governor Rudy Perpich's 1984 request that the
Governor's Council on Families and Children review the status of Minnesota's families and children, report its findings, and determine the concerns of other interested people in the state. The report presents highlights and records comments from four public meetings and from a survey of people who had read an executive summary prepared earlier by the council. The information is arranged in the form of answers to the following questions: (1) What is the appropriate role of state government in supporting families and children? (2) What methods might be used to ensure that all children receive adequate health care? (3) What should be the roles of government, business, and the voluntary sector in helping families to secure adequate child care? (4) Who should provide education for parenting—and are schools responsible? and (5) How can government exercise a protective function for children in dysfunctional families and still respect the rights of all persons involved? The summaries and comments are followed by three appendixes: (1) Governor Perservice and the provide education of the provide of the summaries and comments are followed by three appendixes: (1) Governor Perservices and the provide educations and comments are followed by three appendixes: (1) Governor Perservices and the provide education for parenting—and are followed by three appendixes: (1) Governor Perservices are followed by three appendixes: (1) Governor Perservices and the provide education for parenting—and are followed by three appendixes: (1) Governor Perservices and the provide education for parenting—and are followed by three appendixes: (1) Governor Perservices and the provide education for parenting—and are followed by three appendixes: (1) Governor Perservices and the provide education for parenting—and for the form of the form of the form of the f

pich's executive order, which established the Council on Families and Children; (2) the text of the council's 1984 executive summary on the status of Minnesota's families and children; and (3) information on the survey, "We Need To Know," which elicited many of the comments in the body of the report. (SKC)

AIDS and the Newborn, Report on a WHO Communication (Copenhagen, Denmark, April 9-10, 1987). Health for All 2000 Target 4. World Health Organization, Copenhagen (Denmark), Regional Office for Europe. ED 291 477 PS 017 144

mark). Regional Office for Europe.
Pub Date—Apr 87
Note—24p.
Available from—World Health Organization, Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen O, Denmark (Free of charge).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abortions, "Acquired Immune Deficiency Syndromes, Adoption, Disease Control, Foreign Countries, Health Education, Immunization Programs, "Infants, "Mothers, "Public Health, Public Policy
Identifiers—"World Health Organization
Reflecting worldwide concern over the spread of the AIDS epidemic, the Sexuality and Family Planning Unit of the World Health Organization's Regional Office for Europe brought advisors from seven European countries and the United States together to engage in a discussion of AIDS and the newborn, and that consultation forms the basis of this report. Topics addressed include: (1) the magnitude of the pediatric AIDS problem in Europe and in the United States; (2) diagnosis and surveillance of AIDS and HIV infection; (3) modes of transmision; (4) risk of transmission from mother to child; (5) screening for HIV infection; (6) termination of pregnancy; (7) counseling and education of pregnancy; (7) counseling and education of pregnancy; (7) rounseling and education of pregnant women found to be HIV positive; (8) milk banks; (9) immunization; (10) follow-up HIV positive mothers; (11) treatment; and (12) fostering and adoption. Thirty-one references, 6 tables, and a list of participants in the consultation conclude the report. (SKC)

ED 291 478

PS 017 147

ED 291 478

Sallee, Alvin L. LeVine, Elaine S.
Identity Crisis among Adolescent Adoptees: Narcisuus Revisited.
Pub Date—[85]
Note—229.
Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptora—"Adolescents, "Adopted Children, "Emotional Problems, "Elitology, Individual Development, "Intervention, Literature Reviews, Models, "Psychotherapy, Stress Variables Identifiers—"Identity Crisis, Identity Formation Presented are: (1) a review of literature which attempts to define the nature of the adolescent crisis among adopted children; and (2) an attempt to develop a theoretical perspective on adopted adolescents which incorporates a biological-social view of the causes of adolescents problems. The paper attempts to develop an intervention-guiding model by: (1) analyzing the research on adolescent adjustment among adoptees and adolescents in general; (2) identifying, through a new application of ego analytic theory, the sources of pressure that are unique to adopted adolescents; and (3) positing some social and psychological strategies for minimizing streas created by the identity crisis among adoptees (RH)

ED 291 479

LeVine, Elaine S. Sallee, Aivin L. Critical Phases among Adoptees and Their Pami-lies: Implication for Therapy. Pub Data—Sep 87

Note—27p.

Pub Type— Opinion Papers (120) — Guides Non-Clasaroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescents, *Adopted Children, Age Differences,

"Family Life, *Family Problems, Guidelines, *Individual Development, Pathology, *Psychother-

py tessearch indicates that families that adopt have my problems that would have existed even if the opted child had been a biological member of the mily, but that become more complex and intense

due to adoption. A psychosocial and psychodymamic perspective toward family life suggests that in
the adoption process, child and family pass through
predictable phases that coincide with family and
individual development. These phases are: (1)
pre-awareness of the adoptive status; (2) dim awareness of a special state; (3) cognitive integration of
biological and social differences; (4) personal and
identity crisis of the adopted adolescent; and (5)
concomitant acceptance of the biological and adoptive family. Compared to younger adoptese, those
who are older pass through a similar set of phases,
but move through the first two more rapidly because
of their broader intellectual capacities, and through
the last two more slowly because of their greater
difficulty in bonding, Identification of these phases
helps focus primary and secondary preventive therapy for adoptees and families experiencing typical
adjustment difficulties and also helps target families
in unusual stress. The body of this paper discusses
the phases in detail, and then delineates signs of
serious disturbances in adjustment to adoptions. A
final section provides guidelines for conducting
phase-relevant therapy with this population. (RH)

ED 291 480 PS 017 149

ED 291 480

Landesman, Sharon Jaccard, James Goals, Satisfaction, and Social Support in Single-and Two-Parent Families.

Pub Date—Apr School S

Quality of Life, Questionnaires, "Social Support Groups
Identifiers—Satisfaction
Reported are findings from a study of the relation of family configuration to family functioning and to young children's cognitive and social development. Each of the 500 participating families had at least one child in elementary school and was interviewed and observed for an average of 15 hours. Findings reported in this paper concern families recruited during the first 6 months of the study. Data were obtained from three self-administered question-naires concerning the priority and importance that members attached to broad family goals, the quality of family relationships, and sources of social support for parenting and family management. The most important goal domain for families was having strong, positive relationships among all family members. Single and married mothers did not differ significantly in how satisfied they were with their relationships with their children. Fathers were less satisfied than mothers. Single and married mothers differed in influences on their judgment about relationships. The greatest differences between one-and two-parent families were in the area of social support. Grandparents' involvement in one-parent families positively influenced mother-child relationships. The few fathers who discussed parenting issues with a close friend had more satisfying relationships with their children. Copies of 10 slides are attached. (RH)

Levinowitz, Lili Muhler Gordon, Edwin Ellas Preschool Music Curricula: Children's Music De-velogment Program. Pub Date—87 Note—54

vetogment Program.
Pub Date—87
Note—87
Note—549.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF0L/PC03 Plas Postage.
Descriptors—*Child Development, Course Content, Curriculum Guides, *Developmental Stages,
*Music Activities, Music Education, *Preschool
Curriculum, Preschool Education, *Teaching
Methods, *Young Children
These developmental music curricula for preschool children 18 months to 3 years old, 3year-olds, 4-year-olds, and 5- to 6-year-olds are specifically designed to meet perceptual-motor, cognitive-linguistic, social-emotional, and music needs of
children of different ages. Materials provided in this
paper include: (1) a rationale for early music experiences; (2) brief discussions of the music babble stage

and informal music instruction; (3) descriptions of developmental characteristics in the major areas of human development; (4) the five curricula, including instruction in song, coordination and movement, chant, tonal pattern, rhythm pattern, and listening; (5) short descriptions of teaching methods to use in the six instructional areas; and (6) a brief note on assessing children's development in music. Related materials including tone patterns and related chords, tunes, chants, and a checklist for assessing children's movement, are appended. (RH)

lated chords, tunes, chants, and a checklist for assessing children's movement, are appended. (RH)

ED 291 482

Quist-Pena, Karen Richarz, Sherrill

Female Single Parents Expressed Needs for Contest of Parest Education Programs.

Pub Date—[86]

Note—22p.

Pub Type— Reports - Research (143)

EDRS Price - MFDL/PCUI Plus Postage.

Descriptors—Curriculum Development, "Fatherless Family, "Mothers, "One Parent Farmily, "Parent Earlicipation, "Program Improvement, Questionnaires Identifiers—"Support Services

This descriptive study, which was designed to improve the content of parent education programs, investigated perceived interests and needs of female single parents. Participants were 66 female, single, custodial parents between 20 and 44 years old with children 7 years of age or younger. The sample was drawn from mothers who were participating in family life education classes and whose children fracilities at community colleges in the urban Pacific Northwest. A 47-item questionnaire was developed to explore: (1) topics for parent education programs to address; (2) support such a program could offer; (3) factors influencing participation; (4) methods of information presentation; and (5) demographic variables. Findings indicated that mothers were interested in receiving instruction on several topics, including the understanding of children's emotional needs, effective disciplining techniques, methods of increasing effective disciplining techniques, methods

ED 291 483

PS 017 152

ED 291 483

Jackson, Jacquelyne R.
Black Fathers of Infants: Attitudes and Values
Associated with Being a Father.
Pub Date—16 Aug 86
Note—44p.; Paper presented at the Annual Meeting of the Association of Black Psychologists
(Oakland, CA, August 16, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Family, 'Blacks, 'Pathers, Infants, Interviews, 'Motivation, 'Parent Attitudes,
'Parent Role, Profiles, Research Needs
Identifiers—"Satisfaction
This study, which centers on attitudes toward being a father, reports results of open-ended interviews with black fathers of infants. Findings
challenge prevailing assumptions that characterize
black fathers as uninvolved with their offspring and
unwilling to make material contributions to support
them. The 32 men interviewed were employed fathers in 2-parent families that were involved in a
study of black infants' social development. Fathers
were questioned about their motives and satisfactions in holding a paternal role, frustrations as fathers, and supports and barriers to enacting their
roles. Descriptive analyses revealed that being a father was a core motive and organizing principle for
participants' life-styles. Being a model to their infants and a guiding force in their children's lives
were primary objectives for fathers. Family life experiences and family relationships were primary satisfactions associated with being a father. Fathers'
jobs and incomes were second only to their relationships with their wives as critical supports in fathers'
efforts to meet their standards of fathering. Findings
are discussed as strong evidence of contemporary
black fathers' commitment to their children's emotonal and physical welfare and their deeper participaticipants' inferences. (RH)

PS 017 154

onig, Alice S. Wittmer, Donna S.

Honig, Alice S. Wittmer, Donno S. Socialization and Discipline for Infants and Todders.
Pub Date—Nov 87
Note—24p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, IL, November 12-15, 1987).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Child Caregivers, Child Development, *Discipline, Early Child-hood Education, *Infants, *Interpersonal Relationship, Prosocial Behavior, Self Control, *Socialization, *Toddlers
Discipline means teaching children socialization rules, so that they eventually learn self-control. Discipline means teaching children socialization rules, so that they eventually learn self-control. Discipline must be used in the context of a warm, caring relationship, with the realization that it takes time for young children to absorb and understand what is being taught. In addition, appropriate discipline depends on an understanding of developmental stages which allows one to decide which situations require discipline. Many potential disciplinary problems can be prevented by carefully planning the child's environment, being clear and consistent about rules, onticing children's needs and differences, keeping promises, and refocusing children who are engaged in inappropriate behavior. When behavior becomes a problem, there are a number of techniques which can be used with infants and tod-diers. (1) change the environment; (2) offer choices; (3) use the "hold and talk" technique for tantrums; (4) remind about rules; (5) model good behavior; (6) offer alternative means for expressing aggressive behavior, even if they are only beginnings; (8) frmly share concerns about hurting others; (9) help children see connections between their misbehavior and deprivation of their play situation when time-out is used; (11) give children words to express strong emotions; and (12) show affection and try to see humor in the situation. Forty references are provided. (PCB)

ED 291 485

PS 017 156

ED 291 485
Shimura, Yoko
Mother-Infant Interaction as an Original Point in
Music Education-Spectographic Studies on the
Piessure Sign of Two-Mosth-Old Infants.
Pub Date—Jul 87
Note—20p; Paper presented at the Biennial Meeting of the International Society for the Study of
Behavioural Development (9th, Tokyo, Japan,
July 12-16, 1987).

Note—20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Pub Type—Reports - Research (143) — Speechea/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Auditory Stimuli, Communication Research, Poreign Countries, Individual Differences, *Infants, *Mothers, *Music Education, Nonverbal Communication, *Parent Child Relationship, Singing Identifiers—Japan, Melody, *Motherese Eight 2-month-old Japanese infants and their 25-to 30-year-old mothers participated in an investigation of the characteristics of pleasure vocalization, correlations in pitch and duration between motherese and pleasure vocalizations, correlations in pitch and duration between motherese and pleasure vocalizations, and similarities in the melody types of motherese and pleasure vocalizations occurring in response to it, and the mothers' responses to infants' vocalizations were analyzed by sound spectrograph. Sound spectrographs of the vocalization sounds of the infants and the mothers were classified according to the scheme used by Wasz-Hockert and others (1966). Findings indicated that, as a general tendency, pitch agreement was seen in each mother-infant pair. Mothers replied to the high-pitched voices of their infants in a higher pitch than usual sit they were influenced by the vocalization pitch of the infants. No individual difference were observed in the duration of phrases uttered by mothers. No large difference was observed in infants' vocalization. There was a marked individual difference in the duration of phrases uttered by mothers. No large difference was observed in infants' vocalization and the patterns were dominant melody types of infants' vocalization differed greatly. Rising-falling and flat patterns were dominant melody types of infants' vocalization. The melody type of infants' vocalization believed in the patterns were dominant melody types of infants' vocalization.

ual, with the rising type of melody predominating. (RH)

Rolandelli, David R. And Others
Visual Processing of Televised Information by
Japanese and American Children.
Kansas Univ., Lawrence. Bureau of Child Research.
Spons Agency—Department of Education, Washington, D.C.; National Inst. of Mental Health
(DHHS), Bethesda, Md.
Pub Date—88
Grant—G008630072; NIMH-MH-39596
Note—56p.; Paper presented at the Meeting of the
Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19,
1988).

1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, *Attention, *Cognitive Processes, Comparative Analysis, Cultural
Differences, Elementary Education, *Elementary
School Students, Foreign Countries, Kindergarten Children, *Television Viewing, *Visual Learning, Visual Stimuli
Identifiers—*Japan, *United States, Visual Disnlavs

ing, Visual Stimuli Identifiers—Japan, "United States, Visual Displays Visual processing of televised information was compared among \$5 Japanese and 111 American boys and girls at the kindergarten and 4th-grade levels. The literatures on cognition and learning indicate that language and child rearing factors are more conducive to the development of icomic processing skills in Japanese children than in American children, a phenomenon which increases with age. The reverse pattern is found for verbal processing skills. It was predicted that after viewing a television program without narration or dialogue, Japanese children's amount and concentration of visual attention, surgesting that different than that of American children, particularly at the 4th-grade level. Results confirmed the predictions for visual attention, suggesting that different television processing strategies were employed. Contrary to the predictions, American children acored higher than Japanese children on the comprehension test, perhaps because of the cultural differences in expectations about the testing procedure. The results are discussed in the context of processing differences. Alternative explanations for the findings are explored, and directions for future research are suggested. Appended are seven pages of references, seven tables and two figures. (Author/RH)

PS 017 159

ED 291 487 PS 017 159
Botor, Celeste O.
Mother-Child Relationships in Early Childhood:
Japan, Philippines and Thailand. The Philippine
Report.
Pub Date—Jul 87
Note—12p.; Filmed from best available copy. Paper
presented at the Biennial Meeting of the International Society for the Study of Behavioural Develcopment (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Affective Behavior, Cultural Influences, Early Childhood Education, "Expectation, Foreign Countries, Intervention," Mothers, "Parent Child Relationship, Rural Urban Differences, "Social Behavior, Social Class, Social Influences, "Toddlers

*Social Behavior, Social Class, Social Influences, *Toddiers

Identifiers—Independent Behavior, *Philippines, Resistance (Psychology)
Part of a larger, longitudinal study conducted from 1974 through 1979 investigating differences in the mother-child relationship among Japanese, Thais, and Filipinos, this paper reports findings on the Filipino sub-sample. Findings concern the soci-comotional behavior of Filipino children, expecta-tions of their mothers, extent of children's independence in basic routine activities, and their resistance to interference, enforcement, and scolding. A total of 144 mother/child pairs differing along urban/rural and social class dimensions participated in the study. Age of participating children ranged between 2 years, 3 months, and 3 years, 2 months. Findings indicated that the children ex-pressed the emotions of frustration, anger, and fear. Discussion describes children's behavior when frustrated, angry and afraid, their social behavior, their independence, and their resistance to their mother's behavior. Class, urban/rural, age, and sex differ-

ences are discussed within the context of Filipino culture and society. Recommendations for programmatic intervention and further research are offered. (RH)

ED 291 488 PS 017 160 Mohite, Prerana Mother-Child Interaction and Its Effect on Child's

Mother-Child Interaction and Its Effect on Child's Learning.
Pub Date—Jul 87
Note—38p.; Filmed from best available copy. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Pub Typo—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—8-Academic Achievement, Child Development, Comparative Analysis, Elementary Education, Elementary School Students, *Family Environment, Family Influence, Foreign Countries, Grade 2, *Learning Problems, Mothers, Parent Child Relationship, Perception, *Stimulation Identifiers—*India, *Process Skills

Countries, Grade 2, **Learning Problems, Mothers, Parent Child Relationship, Perception, **Stimulation Identifiers—*India, *Process Skills

This study, completed in two stages, was undertaken to empirically determine whether home variables make a significant difference in the learning difficulties and school performance of children in an Indian setting, Participants in Phase I were 30 second-grade children between 6 and 9 years of age who were of normal intelligence and showed evidence of either having or not having learning difficulties in school. Data were collected on Bomanpatell's (1983) revision of Caldwell's (1983) Interview Schedule for Mothers, a measure for determining the extent of mothers' awareness of the importance of schooling and school activities, and perception of the extra help that children with difficulties need. Forty children (10 each from grades 1-4) participated in Phase II. Findings indicated that the stimulation pattern in the homes of children having learning difficulties can be distinguished from that in the homes of school children who are learning successfully. Differences between the two groups that were evident on HOME Inventory sub-cales concern: (1) language stimulation; (2) stimulation frough toys, games, and reading materials; (3) variety of stimulations; (4) parental pride, affection, and warmth; and (3) stimulation of academic behavior. A common thread running through the findings was the fact that it is process variables (for example, what parents do in interacting with their children) that were important, not parental status variables involving individual characteristics. (RH)

ED 291 489

Bentley, Prudence A.

Initiative and Purpose in the Motoric Explorations of 10- to 24-Month-Old Children: An Educator's Interpretation of a Geneva Study.

Pub Date—87

Note—16p.; For related documents, see PS 017

162-164.

Pab Type— Opinion Papers (120)

Note—16p.; For related documents, see PS 017 162-164.
Pub Type— Opinion Papers (120)
EDRS Price - MFDI/PCII Plus Postage.
Descriptors—*Cognitive Development, Curiosity,
*Exploratory Behavior, *Infants, Longitudinal
Studies, Motivation, Schemats (Cognition),
*Spontaneous Behavior, *Stimulation, Videotape
Recordings
Identifiers—*Stimulus Characteristics
This document, the first in a four-part series, presents a synopsis of a Geneva research report delivered at Cornell University (New York). It describes a study in which 10-month-old infants were given intermittent free-play opportunities to manipulate
18 objects. Regularly presented in disarray were 6 halls, 6 sticks, and 6 open cubes; each set was graduated in size. Repeated viewings of videotaped behaviors revealed a consistent pattern and succession of organizing practices which were implemented spontaneously and universally over the course of 14 months. Also spontaneous and universal was the abrupt cessation of the organizing behaviors following a final, perfect, continuous review of all the organizing patterns which had previously been practiced. It is argued that the contrived setup used in the study, which regularly presented the same three sets of objects in disarray, stimulated the children's curiosity and motivated the acts of initiative which occurred. Properties of the objects and the disarray induced purposeful explorations, enhanced and sustained constructive interest, and prompted

the repetitive displays of relation among the objects. It is thought that the abrupt cessation of the organizing practices marked the time when the relations were no longer held in question by the young children, but rather were known by them (i.e., internalized as schemes). The internalization accounts for the reappearance of the practiced schemes later when the children were faced with new problems. (RH)

PS 017 162

PS 017 162
Bentiey, Frudence A.
Confirmation Principles and Procedures of 10- to
24-Month-Old Children: Implications for Teaching the Place Value Notation Concept to Elementary and Preschool Children.
Pub Date—87
Note—14p.; For related documents, see PS 017
161-164.

161-164.

Pub Type— Opinion Papers (120)

EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Arithmetic. *Attention, Behavior
Patterns, Barly Childhood Education, Educational Environment, *Blementary School Students, *Imitation, Infants, *Instructional Design, Mathematics Instruction, *Place Value, *Preachool Children, Teaching Methods Identifiers—Organizing Strategies, *Stimulus Characteristics
Ouer a 14

Identifiers—Organizing Strategies, *Stimulus Characteristics
Over a 14-month period, infants who were initially 10 months old were intermittently allowed to play with three sets of graduated objects presented in disarray. All of the infants acquired the ability to completely organize the materials. The infants inhibited patterned behavior in their organizing practices when they individualized objects by handling them one after another, filled and emptied containers one by one, nested the objects, established object identity patterns, and exhaustively imitated these patterns. This paper explores inferences from the infants' organizing procedures which can be applied to the task of communicating the place value concept, base ten, to preschool and elementary school children. Two questions are raised and answered:

(1) In the learning environment staged for the infants, what principles functioned to guide their focal attention? and (2) What mechanisms caused change and continuity in the infants' behavior? It is asserted that continuous direct imitation of initially established identity patterns inevitably led to the infants' displays of organization; interruption was the causal mechanism of change; imitation the causal mechanism of continuity. Discussion specifies six rules of practice used by all the infants in organizing the materials and suggests requirements for an instructional plan for teaching the place value notation concept to children. The plan is similar to the research design of the study of infants. (RH)

PS 017 163 Ball 23 Trudence A.

Making the Place Value Notation Concept Child's

Play: Constructions for Displaying and Confirming Component Elements of the Place Value

Notation Concept with Elementary and Preschool Children.

lote-21p.; For related documents, see PS 017 161-164.

Note—21p.; For related documents, see PS 017 161-164.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MPD1/PC01 Plus Pestage.

Descriptors—Concept Formation, Constructed Response, Curriculum Development, Early Childhood Education, Educational Innovation, "Elementary School Students, *Games, Guidelines, Lesson Plans, Mathematics Instruction, "Place Value, "Play, "Preschool Children, Teaching Methods

Third of a four-part series, this article presents an instructional plan for teaching the place value notation concept, base ten, to preschool and elementary school children. After a brief review of the place value notation concept, contents describe an integrated and progressive series of four game-like activities which are fundamentally over organizational and naming schemes. The activities are termed "child's-play constructions," because they are transparently simple and are designed to be conducted in a spirit and attitude of constructive play. The activities are entitled: (1) The Cup Game; (2) The Ten-Count Game; (3) Number Towers, and (4) The Flip-card Counter, Base Ten. Each construction is designed to display and confirm particular components of the place value notation concept, base ten, as it is used when children exercise initiative and control in performing patterned interactive and control in performing patterned interactive and control in performing patterned interactives.

tions with the materials provided. Guidelines for teachers implementing the games in classrooms are provided in the discussion. Concluding remarks re-state requirements for an instructional plan to teach the place value notation concept to preschool and elementary school children and indicate means by which the child's play method fulfills the require-ments (BU).

ED 291 492 PS 017 164

Bentley, Frudence A.

Defense of the Child's-Play Method for Teaching the Place Value Notation Concept to Elementary and Preschool Children.

Pub Date—87

Note-32p.; For related documents, see PS 017 161-163.

Pub Date—87
Note—32p; For related documents, see PS 017
161-163.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Arithmetic, "Cognitive Structures, Constructed Response, Costs, Early Childhood Education, "Elementary School Students, "Error Patterns, Instructional Materials, Mathematics Anxiety, Mathematics Instruction, Models, "Place Value, Play, 'Preschool Children, Schemata (Cognition), "Teaching Methods, Validity Identifiers—"Cognitive Conflict, Rule Application The objective of this paper is to explain the need for and defend the sufficiency of the child's-play method of teaching the place value notation concept to preschool and elementary school children. Discussion first illustrates error patterns of school children in the use and interpretation of place value notation, arguing that the errors reflect counting principles learned in preschool and that such errors are the natural consequence of childrens' assimilation of information concerning digit symbols into their cognitive structures. Subsequent discussion suggests that future research will show that the inadequacy of the preschool principles is a major, if not the root, cause of mathematics anxiety in children, and that the harmonious integration of the preschool counting principles with number representation rules will lessen, perhaps eliminate, mathanxiety. Discussion then explores the problem of integrating the rule systems, focusing on cognitive concluding section presents five arguments supporting the child's-play method; these center on: (1) the simplicity of the method and the need for that simplicity; (2) the completeness of the concrete demonstrations and the sufficiency of the confirmations afforded by them; (3) the method'a connection to a proven model; (4) evidence of the method on the tentod of the materials. (RH)

ED 291 493 PS 017 165

Kowalski, Patricia And Others
The Relationship between Teachers' Ratings and
Students' Self-Reported Motivation.
Pub Date—87

Students' Self-Reported Motivation.

Pub Date—87

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 20-24, 1987).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MPUl/PCOI Plus Postage.

Descriptors—"Academic Achievement, Behavior Rating Scales, Check Lists, *Classification, Classroom Research, Educational Improvement, *Elementary School Students, Grade 5, High Achievement, Intermediate Grades, "Learning Motivation, Low Achievement, *Self Evaluation (Individuals), *Teacher Behavior Identifiers—Extrinsic Motivation, Intrinsic Motivation (Individuals), *Teacher Competencies

Reported are data from the initial use of the Motivation Checklist, a rating scale for teachers designed to help them think about student motivation problems in terms of an extended, research-based typology. Over 30 teachers rated 261 students in grades one through six who differed in their level of motivation and in their level of achievement. Teachers also rated students' achievement in terms of perceniler rank in the class. Factor analyses revealed that the instrument basically failed in its original goal of getting teachers to differentiate motivational problems. Apparently teachers used the Motivation Checklist in a way that confirmed researchers' inclaimpressions that teachers simply categorized students as either good or bad. Students' scores on subscales were inspected to investigate the relationship between teachers' perceptions of why they do their schoolwork. Two 5th-grade teachers used the

checklist to rate 56 students in typical performance-oriented mathematics classes. Students completed Harter's Perceived Scholastic Competence Scale, Buhmester's School Concerns Scale, and a new motivation scale developed by Harter which allows assessment of several sources of intrinsic and extrinsic motivation. Findings indicated that students whom teachers thought of as good claimed they worked to escape parental disapproval, while students thought of as bad claimed that when they worked, they did so because they found the task interesting. Results are discussed and the checklist and its subscales are appended. (RH)

PS 017 166 ED 291 494

Tuchscherer, Pamela
TV Interactive Toys: The New High Tech Threat to
Children. Fight Back without a Gun-Arm Your
Child with Knowledge.
Report No.—ISBN-0-939705-02-8
Pub Date—88
Note—2726

Pub Date—88
Note—229p.
Available from—Pinnaroo Publishing, P.O. Bon
7525, Bend, OR 97708 (\$9.95, plus \$1.00 ship
ping for first book; \$0.50 for each additional
copy).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Pice - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Aggression. Community Action. *In-

PORT Pites - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—Aggression, Community Action, *Intervention, Parent Role, Problem Solving, *Programing (Broadcast), Teacher Role, *Television Viewing, *Toys, Values Education, *Violence Identifiers—Critical Viewing, Nonviolence, *TV Interactive Toys
This book, which provides information parents can use to counter violent television programing, alerts parents to the fact that television programing in the United States is pushing violent entertainment to its technological limits and allowing children to interact with the programing through their toys. The nine chapters in Part I discuss the way in which images influence consciousness, characteristics of TV interactive toys, financial incentives for broadcasters and toy manufacturers, commercial exploitation of children, influences of violent toys on children's behavior and play patterns, the tragic intrusion of toys and fantasy into real conflicts, basic facts about the influence of television on children, efforts by advocates to counter the trend to violence, and needed regulations. The seven chapters in Part II provide parents with information and guidelines for developing children's critical viewing alternative play and other activities, supporting alternative excivities, teaching nonviolent ways of conflict resolution, and teaching values. Also provided in Part II are guidelines for community action groups and teachers who wish to encourage critical viewing, create a warm and caring classroom community, and promote moral development. Appendices list publications, organizations, and resources related to critical viewing, alternatives to television, creative problem solving and cooperation, children's social and emotional education, and community action. (RH)

mity action. (RH)

ED 291 495
Groenendaal. Han J. Goudena, Paul P.
Verhal Adult-Child Interaction during Tasks.
Pub Date—Jul 87
Note—25p.; Paper presented at the Bienmial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Academic Achievement, Comparative Analysis, Foreign Countries, Longitudinal Studies, "Mothers, "Parent Child Relationship, "Performance Factors, "Preschool Children, Preschool Education, "Preschool Teachers, "Verbal Communication, Videotape Recordings Identifiers—Adult Child Relationship, Conversation, Conversational Management, Dyadic Interaction Analysis, "Netherlands
A longitudinal study was conducted to: (1) describe characteristics of verbal interaction of children from 3 to 6 years of age with their mothers and preschool teachers; (2) analyze similarities and differences in conversational styles of mother-child and teacher-child dyads at the child's third, fourth, fifth, and sixth year; and (3) explore the relationship, between parental communication strategies and the

child's performance at school and on tests of mental ability. Subjects were 40 children and their mothers from a village near Utrecht, Netherlands. Videotape recordings were made of each child's mother and teacher performing two tasks with the child, resulting in 160 adult-child observations. In addition, parents were interviewed to assess their preferred communication strategies with their children, and children's cognitive competence and language functioning were measured by means of an intelligence test and the Language Assessment Instrument developed in 1978 by Blank and others. Children's classroom behavior was assessed with a rating scale which was completed by the teacher. An observation schedule was developed which incorporated several verbal and nonverbal aspects of communication behavior, including sequential structure, interactional mode, conceptual complexity of utreannes, appropriateness of utterances, and verbal and nonverbal structuring and management behaviors. Analyses of the data on the 3-year-olds are reported. (RH)

PS 017 168

Menglan, Zuo Chang. Wei Cross-Cultural Studies on Cognitive Development of Chinese Children from Different Nationali-

of Chinese Children from Different Nationalities.

Pub Date—Jul 87

Note—16p.; Filmed from best copy available. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Cognitive Development, *Cognitive Processes, *Croas Cultural Studies, Cultural Differences, *Cultural Influences, Development al Stages, Ethnic Groups, Foreign Countries, Formal Operations, *Intervention, Language Acquisition, Memory, Minority Groups, Piagetian Theory Identifiers—*China, Chinese People, Concrete Operations, Developmental Fatterns, Thinking Skills Reviewed are recent studies of the cognitive development of Chinese children. The discussion identifies: (1) systematic studies on the development of thinking; (3) studies on the development; and (4) studies on the influences of various national cultures and education on the development of minority children. Dai, Li, Han, Jinuo, Yi, Bai, Naxi, Mossuo, Zang, Mosolin, and Uygur children were studied. Also explored are general processes and differences in children's cognitive development, and the relation between language and cognitive development. (RH)

PS 017 169 State Resource Guide for School Volunteer Coordi-

State Resource Guide for School Volunteer Coordinators.
South Carolina State Dept. of Education, Columbia.
Spons Agency—Coca-Cola USA, Atlanta, GA.
Pub Date—Sep 87
Note—96p; For 1985 guide, see ED 264 974.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plas Postage.
Descriptors—Administrator Responsibility, *Community Involvement, Elementary Secondary Education, Older Adults, *Program Administration, *Program Development, Program Evaluation, Records (Forms), State Programs, Tutoring, *Volunteers, Volunteer Training Identifiers—*School Volunteer Program, South Carolina, *Volunteer Management This resource guide was designed to help school volunteer coordinators develop and maintain a school volunteer program. Topics addressed include: (1) making maximum use of volunteer resources; (2) building a network of resource people from school support groups; (3) setting up a school volunteer program; (4) responsibilities of volunteers and school personnel involved in the program; (5) recruitment methods; (6) training for volunteers and school personnel involved in the program; (5) recruitment methods; (6) training for volunteers, teachers, and administrators; (7) placement of volunteers; (8) development of a plan for volunteer tutoring programs; (9) use of senior citizens in the volunteer program; (10) potential problems; (11) program evaluation; and (12) recognition for volunteers. Additional materials and forms are included in the appendix. (PCB)

PS 017 170 ED 291 498
PS 017 17
Henkins-Matzke, Ann Abbott, Douglas A.
Game Playing: A Method for Reducing Young

Children's Fear of Medical Procedures.
Pub Date—[86]
Note—[79.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Innovation, "Emotional Adjustment, "Fear, "Games, "Health Activities, Health Education, "Instructional Materials, "Preschool Children, Preschool Education
This study developed and tested an educational game used in teaching health care concepts to preschool children. It was hypothesized that exposure to the game, which was called "Hospital Windows," would increase children's knowledge of health care equipment and procedures and decrease their fears of health care. Subjects, who were randomly selected, were healthy preschool children enrolled in public and church-affiliated preschools and day care programs in a large midwestern city. A total of 101 children between 4 and 6 years of age participated in the study. Of these, 28 were assigned to a control group, Results of a paired t-test indicated a significant increase in the children's knowledge of health care concepts and a significant ecrease in fear of medical equipment and procedures after children played the Hospital Windows game. It is concluded that the use of game playing appears to be an effective method of teaching health education to young children in the classroom. (RH)

PS 017 171 ED 291 499

ED 291 499

Sobsey, Dick
Why Young Children Choke on Food: How To
Prevent It.
Pub Date—Sep 87

Note—79: Paper presented at the Alberta Association for Young Children Conference (Edmonton,
Alberta, Canada, September 1987).
Pub Type—Guides - Non-Classroon (055) —
Specches/Meeting Papers (150)

EDRS Price - MF61/PC01 Plus Postage.
Descriptors—*Accident Prevention,
*Death, *Food, *Infants, *Preschool Children,
*Safety
Identifiers—*Choking

*Safety Identifiers—*Choking According to the National Safety Council, the leading cause of accidental deaths for infants under 1 year old, and the fourth most frequent cause of death for children 1 to 4 years old, is choking on things they try to swallow. This paper indicates the dimensions of the problem and lists foods involved in choking deaths of children. Methods of prevening and preparing foods carefully; (2) positioning children with care at meals; (3) avoiding excitement and unnecessary movement at mealtimes; (4) avoiding overstuffing the mouth; (5) providing adequate fuids; (6) keeping adult foods safely away from children; (7) observing children carefully during and after meals; and (8) being prepared for emergencies. (RH)

PS 017 172 ED 291 500

ED 291 500

Wruble, Linda J.

Screening for Early School Placement. An Annotated Bibliography.

Pub Date—87

Note—44p.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Grade Placement, Annotated Bibliographies, Check Lists, Developmental Programs, *Educational Practices, *Elementary School Students, Grade 1, Primary Education, *School Readiness, *Screening Tests, Student Placement

Placement
Literature was reviewed for the purpose of locatliterature was reviewed for the purpose of locating an instrument or procedure for use in assessing
children's readiness for the first grade. The major
part of this report consists of annotated bibliographic citations concerning: (1) effects of age on
school placement; (2) advisability of screening for
readiness; (3) reviews of screening instruments, (4)
programs providing developmental services. Findings of the studies are summarized. Concluding
comments offer cautions and guidelines for assessing children's readiness for Grade 1. (RH)

PS 017 173 ED 291 501 Stronge, Charlotte M.
Temporal Relationships Children Make about History: An Exploratory Study with Fifth Grade Students.
Pub Date—11 Nov 87

Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Case Studies, "Cognitive Structures, "Ellementary School Students, Grade 5, "History, Individual Differences, Intermediate Gradea, Qualitative Research, "Time Identifiers—Knowledge
This study, which was designed to identify factors contributing to children's construction of temporal relationships, investigated 10-year-olds' thought and understanding of historical time. A total of 10 children 10 years of age were interviewed on videotape and asked to construct a time line of historical events and persons. In interviews, children were asked for reasons for placing events or persons on the time line, and for an account of how they learned about each event or person. Probing questions were asked to further understand each child's depth of knowledge about historical time. Videotapes of interviews were analyzed to determine commonalities among the 10 children. Three divergent cases are described in detail. Findings indicated that the children, who generally conformed to the second stage of a three-stage developmental progression, constructed historical temporal relationships by classification. Each child classified historical content, but attributed his or her knowledge to different experiences. All were concerned with the sequence of historical events. Historical knowledge varied greatly from child to child. Predominant factors in accounts of how students learned history were book reading and interaction with parents. Several recommendations for teaching are offered. (RH)

PS 017 175 ED 291 502 d'Agostino, Micheline Masse-Raimbault, Anne-Ma-

Proceed with Caution...Calldren under Six. International Children's Centre, Paris (France). Pub Date—87

Pub Date—87
Note—148p.

Available from—"Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulonge, 75016 Paris, France
(\$6.00, or 35 French Francs. Make check or
money order payable to the order of Centre International De L'Enfance).

Journal Cit—Children in the Tropics; n170-171

national De L'Enfance).

Journal Cit—Children in the Tropics; n170-171
1987

Pub Type— Collected Works - Serials (022) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.

Bescriptora—PDay Care, Developing Nations,
Early Childhood Education, Educational Practices, Foreign Countries, Global Approach,
Guidelines, "Health Education, "Individual Development, "Individual Needs, Language Acquisition, Parent Education, Play, "Preschool Identifiers—"Colombis, "Monitoring
Providing basic reference materials, this issue of "Children in the Tropics" consists of a revised and completed version of the 1982 issue on the development of children from birth to 6 years of age. Contents present a broad picture of the physical and mental development of children under 6 and formulate a number of recommendations about how to provide help and support for such children. Section I concerns child development of communication, and the child and expression. Section II focuses on health monitoring and education for young children, exploring different types of caretaking for young children, education for parents, and the educational program approach to learning. Section IV indicates some landmarks for the monitoring of child development of communication, and the child and expression. Section IV indicates some landmarks for the monitoring of child development with are based on experiences in Colombia. Provided are guidelines for monitoring the development with are based on experiences in Colombia. Provided are guidelines for building a short-term learning program. Supplementing the discussion are examples, technical notes, disgrams, and drawings which are intended as practical tools for specialists.

(RH)

ED 291 503 Ford. Phyllis

PS 017 176

Learning through Play: A Guide for Parents of 3-, 4-, or 5-Year-Olds. Revised. South Carolina State Dept. of Education, Columbia. Pub Date—87

Pub Date—87
Note—35p.; For the 1983 edition, see ED 256 486.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PCD Plue Postage.
Descriptors—FEducational Objectives, *Games,
Guidelines, *Kindergarten, *Learning Activities,
Parent Role, *Preschool Children, Resource Materials, *School Readiness, State Curriculum Guides

reials, "School Readiness, State Curriculum Guides Identifiers—"South Carolina
This activity guidebook for parents, which updates a 1983 version, presents numerous games and activities that parents and their 3- to 5-year-old children can enjoy together. Each activity is intended to facilitate acquisition of one of 18 kindergarten skills, including: (1) coordinating arms, legs, and eyes; (2) coordinating hands, fingers, and eyes; (3) remembering what has been seen; (4) knowing when things look the same or different; (5) remembering what has been heard; (6) knowing when sounds are the same or different; (7) talking about activities, knowledge, and opinions; (8) listening to what others say; (9) showing interest in words and books; (10) grouping things; (11) comparing things; (22) putting words and things in order; (13) beginning to understand what numbers mean; (14) understanding sturies; (15) expressing feelings appropriately; (16) showing pride in self; (17) looking forward to understandwhat numbers mean; (14) understanding sturies; (15) expressing feelings appropriately; (16) showing pride in self; (17) looking forward to understand what numbers mean; (14) understand-batowing sturies; (15) expressing feelings appropriately; (16) showing pride in self; (17) looking forward to understand what numbers mean; (14) understand-batowing pride in self; (17) looking forward to understand what numbers mean; (14) understand-batowing pride in self; (17) looking forward to understand what numbers mean; (14) understand-batowing appropriately; (16) showing pride in self; (17) looking forward to understand what numbers mean; (14) understand-batowing appropriately; (16) showing pride in self; (17) looking forward to understand what numbers and appropriately; (16) and batowing appropriately; (17) looking forward to understand what numbers and pride in self; (17) looking forward to understand what numbers and pride in self; (17) looking forward to understand what other children and adults. Peacriptions of suggested the self; (17)

PS 017 180 ED 291 504

Epstein, Joyce L. TARGET: An Examin

ARGET: An Examination of Parallel School and Family Structures That Promote Student Moti-vation and Achievement. Report No. 6. Center for Research on Elementary and Middle Schools

Report.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Grant—OERI-G-86-0006
Note—135p.
Pub Tyres—Reports - Research (143)

Pub Date—Jan 87

Grant—OERI-G-86-0006

Note—135p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Educational Policy, Elementary Secondary Education, "Family Role, "Family School Relationship, Learning Strategies, Research Needs, "School Effectiveness, School Role, Student Development, "Student Role, "Student School Relationship

Structures that schools can change to produce more positive effects on student learning and development are referred to in this report as TARGET (Tasks, Rewards, Grouping, Evaluation, and Time) structures. The first of two chapters, "Effective Schools or Effective Students: Dealing with Diversity", stresses the need for including in the current effective schools movement. Section titles include: Recognizing Student Diversity; Recognizing Alterable School and Classroom Structures; Recognizing the Need for Research and Evaluation; The Social Organization of Remediation; and Support for an Effective Schools Movement. The second chapter, "Family Structures and Student Motivation: A Developmental Perspective", initiates a discussion of he family's role in motivating students to learn. The chapter focuses on home TARGET structures in organizing instruction and classroom management. Section titles include: (1) Family Structures in Pamilies; (3) Links among TARGET structures; (4) Implications for Research, and (6) Discussion. The first chapter includes 110 references, the second, 94. (SKC)

PS 017 181 Alexander, Karl L. And Others Getting Rendy for First Grade: Standards of De-

portment in Home and School. Report No. 8.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Educational Research and Improvement (BD), Washington, D.
Pub Date—Feb 87.
Cent. NIGHD 61, 1901, HD 1600.

Pub Date—Feb 87 Grant—NICHD-G-1-RO1-HD-16302; OERI-G-

86-0006

Grant—NICHD-G-1-RO1-HD-16302; OERI-G86-0006
Note—50p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adjustment (to Environment), *Behavior Standards, Grade I, Parent Child Relationship, *Parent Role. Primary Education,
Reliability, *Social Adjustment, *Socialization,
*Student Adjustment, Teacher Attitudes,
*Teacher Role, Teacher Student Relationship
Research on academic socialization has emphasized the importance of experience in the home and
school for shaping the course of academic development. Rarely has research considered whether consistency or congruence of socialization experiences
in these two settings is especially beneficial (or, conversely, whether inconsistencies are especially detrimental). This study examines standards of
deportment held by parents and classroom teachers,
and evaluates in particular whether similarity of behavior standards in the two settings promotes positive school adjustment as indexed by end-of-year
test scores and report card marks. These ideas are
examined with data from the Beginning School
Study, in which a panel of 825 beginning first grade
students attending Baltimore City schools in the full
of 1982 were interviewed. Teachers' deportment
standards are found to exercise strong influence on
year-end performance, but parents' standards are
found to be largely ineffectual. The congruence hypothesis receives little support. Fifty-one references
are appended. (SKC)

PS 017 182 ED 291 506

are appended. (SKC)

ED 291 506

PS 017 182

Bocker, Henry Jay

Addressing the Needs of Different Groups of Early
Adolescents: Effects of Varying School and
Classroom Organizational Practices on Students
from Different Social Backgrounds and Abilities.
Report No. 16.

Center for Research on Elementary and Middle
Schools, Baltimore, MD.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.

Pub Date—Jun 87

Grant—OERI-G-86-90006

Note—479.

Pub Type— Reports - Research (143)
EDRS Prier - MP01/PC02 Plus Postage.

Descriptors—Ability Grouping, "Academic
Achievement, Class Organization, Elementary
School Students, Grouping (Instructional Purposes), "Middle Schools, "School Organization,
Self Contained Classrooms, "Socioeconomic
Background, Specialization
This study addresses the issue of how different
school organizational patterns affect the academic
learning of students of different backgrounds and
abilities. Using data from the Pennsylvania Educational Quality Assessment (EQA) on approximately
8,000 sixth-grade students in elementary and middile schools, the study examines how instructional
specialization, between-class ability grouping,
within-class ability grouping, and grade span affect
the achievement of students from low to high SES
backgrounds. The study finds that elementary
school settings benefit students from low social
backgrounds and social background students in middle schools benefits low social
background students in middle schools benefits low
social background students in reading. (Author/
PCB)

PS 017 183 Handbook for Day Care Professionals. (Revised Edition).

Day Care Information Service, Bethesda, MD. Pub Date—87 Day Care Information Service, Bethesia, MD.
Pub Date—87
Note—67p.; ED 271 229 is 1986 edition.
Available from—Day Care Information Service,
4550 Montgomery Avenue, Suite 700 N., Bethesda, MD 20814 (\$29.95).
Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Advocacy, Child Abuse, Computer Assisted Instruction, Computer Uses in Education, *Day Care, Early Childhood Education, *Employer Supported Day Care, Fund Raising, Health, Information Dissemination, *Inservice Teacher Education, Insurance, *Program Administration, Safety, *School Age Day Care, Sexual Abuse, State Programs

This guide, which is organized into 13 sections, is intended to help day care professionals deal with many common problems that occur in the running of day care facilities. Topics covered include: (1) administration; (2) advocacy; (3) computerization; (4) employer-aponsored child care; (5) funding and fundraising; (6) information and referral; (7) legal issues; (8) licensing and regulatory issues; (9) school-age child care; (10) state initiatives; (11) training; (12) health and safety; and (13) insurance. (SKC)

PS 017 185

ED 291 508

The Kindergarten Screening Program: Research Findings and Related Issues 1996-87.

Saint Louis Public Schools, MO. Div. of Evaluation and Research. Pub Date—Jun 87

Note—47p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Academic Achievement, Grade Repetition, Instructional Development, "Kindergarten, Preschool Education, Primary Education, Public Schools, "School Entrance Age, "School Readiness"

Readiness
Identifiers—*Missouri (Saint Louis)
Studies were conducted locally to augment findings from the literature regarding the effect of school entrance age, and to examine several other issues related to the St. Louis Public School's kinding remoted adschool entrance age, and to examine several other issues related to the St. Louis Public School's kindergarten screening program. Studies reported address a number of questions related to program planning and policy development: (1) Is there evidence to suggest that entrance age affects children's achievement, retention in grade, and assignment to special education? (2) Does participation in a preschool program lead to higher performance on the screening test and a reduction in the number of children who do not meet the screening criteris? (3) Among children who did not meet the early entry screening criteris for the 1986-87 school year, what percentage entered a preschool or day care program? and (4) Were children who did not meet the screening criteria for the 1985-86 school year better prepared for kindergarten at the beginning of the 1986-87 school year? After summary reviews of the studies, alternatives for addressing the issue of early entrance are discussed. Discussion focuses on changing of the screening cutoff score, program alternatives, provision of an extra prekindergarten year, curriculum and instruction, and kindergarten year, curriculum and instruction, and kindergarten year, curriculum and instruction, and kindergarten staffing. A list of appropriate and inappropriate educational practices for 4- and 5- year-old children is appended. (RH)

ED 291 509 PS 017 186

Fried, Mindy
Babies and Bargaining: Working Parents Take
Action, A Manual on Bargaining for Work and

Family Issues. outheastern Massachusetts Univ., North Dart-mouth. Arnold M. Dubin Labor Education Cen-

Pub Date-Nov 87

ter.

Note—61p.

Available from—Arnold M. Dubia Labor Education Center, Southeastern Massachusetts University, North Dartmouth, MA 02747 (Single copies, \$5.00 each; 10 or more copies, \$4.00 each).

Pub Type—Guides - Non-Clasaroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—°Collective Bargaining, Day Care Centers, "Employed Parents, "Employer Supported Day Care, Family Day Care, Flexible Working Hours, "Fringe Benefits, School Age Day Care, Unions Identifiers—Massachusetts

This booklet is a manual for those who are interested in organizing and negotiating for employer-supported child care benefits. The booklet includes information on various options for employer-supported child care, such as flexible work schedules, employer subsidies of child care expenses, on-site child care, and child care networks. Important steps for developing a strategy to organized.

RIE JUL 1988

nize support for child care benefits are presented. In addition, experiences of others who have successfully won child care and other work or family benefits through the collective bargaining process are included. (PCB)

PS 017 188 ED 291 510

Davis, Mari, Comp.

Work and Family Functioning: An Annotated Bibliography Selected from Family Database, Australian Inst. of Family Studies, Melbourne. Family Information Centre.

Report No.—ISBN-0-642-12190-7

Ph. Data.—Son 27

Report No.—ISBN-0-642-12190-7
Pub Date—Sep 87
Note—152p.; This bibliography was made possible by a grant from the Myer Foundation, Melbourne.
Available from—Family Information Centre, Australian institute of Family Studies, 300 Queen Street, Melbourne 3000, Australia.
Pub Type—Reference Materials - Bibliographies (131)
[IJBS Parts - Memory Parts - Bibliographies (131)

(131)
EDRS Price - MF01/PC07 Plus Postage.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Children, Day Care, Employed
Women, "Employment, "Employment,
"Equal Opportunities (Jobs), "Family Life, Family Problems, Foreign Countries, Job Satisfaction,
Occupational Safety and Health, "Parents, Part
Time Employment, Unemployment, "Work Environment.

Cocupanonal satety and ricain, 'Farents, Part Time Employment, Unemployment, 'Work Environment identifiers—'Australia This annotated bibliography lists works published in Australia on issues regarding work obligations and family responsibilities. All works cited are included in Australia's FAMILY database. The following topics are covered: (1) adolescents and stitudes to employment (14 citations); (2) the aged and employment (20 citations); (3) career development and effects on family life (9 citations); (4) the disabled and employment (28 citations); (5) discrimination and employment (3 citations); (6) child care, work, and family 9 citations); (7) economics, family life, and employment (5 citations); (8) family size and employment (1 citation); (9) health and safety at work (5 citations); (10) job satisfaction and work conditions (7 citations); (11) migrants and employment (12 citations); (13) aural families and employment (12 citations); (13) aural families and employment (1 citations); (13) shift work, part-time work and family functioning (22 citations); (18) suburban living and employment (1 citations); (19) technological change and employment (14 citations); (20) the value of work and attitudes to employment (18 citations); (21) working mothers and family functioning (27 citations); (22) young people: employment, unemployment, and needs (17 citations); and (23) women, employment issues, and family life (68 citations). (SKC)

ED 291 511 PS 017 189

McDaid, Janet L.

K-6 Early Intervention Project: Evaluation of the First Year of Implementation.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

Pub Date—19 Oct 87

te-51p.; Evaluation Department Report No.

477.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF61/PC03 Plus Postage.
Descriptors—Behavior Problems, Case Studies,
Elementary Education, "Elementary School Students, "Handicap Identification, Individual Characteristics, "Intervention, "Kindergarten
Children, Program Evaluation, Program Improvement, Racial Bias, School Districts
Identifiers—"California (San Diego), "Early Intervention, Mandatory Programs, Screening Procedures

vention, wandatory Projects, screening Procedures
California's K-6 Early Intervention Project was
established in 1986 under the authority of California
Assembly Bill 1535, Pilot Project on Hyperactivity,
to provide a system of early identification and assistance to children in kindergarten through grade 6
whose behavior problems interfere with learning.
This report contains evaluation findings regarding
the first year of the 3-year project's implementation
in San Diego City Schools. In the report, descriptive
information is provided about the screening process
used to identify project participants, behavioral and
scademic characteristics of project participants, and
to types of intervention provided to students, parents, and teachers. The report contains in-depth
case studies of three project participants. Recom-

mendations to improve project effectiveness included the following: (1) develop clear guidelines to determine if children who are receiving pharmaceutical or special education interventions should be included in the project and the type of follow-up to be provided participants for the duration of the 3-year project; (2) establish a microcomputer database to maintain records of assistance given to participants; (3) study reasons why teachers referred a disproportionate number of black children to the project, and (4) evaluate the project during its final year to determine the extent to which project goals were met. Record keeping forms and related materials are appended. (Author/RH)

PS 017 191

Relations between Obligatory and Discretionary Morality: A Social-Cognitive Developmental Analysis. Pub Date—Mar 88

Note—28p; Paper presented at the Meeting of the Southwestern Society for Research in Human De-velopment (New Orleans, LA, March 17-19, 1988).

velopment (New Orleans, LA, March 17-19, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—*Age Differences, "Comprehension, Elementary Education, "Elementary School Students, Grade 2, Grade 5, Grade 8, "Moral Values, "Value Judgment Identifiers—Justification (Psychology), "Moral Reasoning, "Praise A total of 72 children from the second, fifth, and eighth grades participated in an investigation of relations between children's moral reasoning about actions considered obligatory and discretionary. Assessments were made of children's evaluations and corresponding justifications of stimuli depicting two helping situations in each of which one condition involved low cost to the actor and another involved higher cost. Results showed that cost played a pivotal role in children's conception of obligation; that concerns of justice and welfare supported both obligation ceased. As the children's ages increased, they drew on compensatory welfare reasoning and demonstrated a psychological understanding of praise. Forty-four references and six tables are provided. (RH)

ED 291 513

ED 291 513
Altman, Jennifer Schroer Mills, Belen Collentes
Caregiver Behaviors and Adaptive Behavior Development of Very Young Children in Home Care

opment ... and Daycare. -[85]

and Daycare.
Pub Date—[85]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postaj

EDRS Price - MV01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adjustment (to Environment), "Behavior Development, "Child Caregivers, Comparative Analysis, Day Care, Early Childhood Education, "Infants, "Mothers, "Parent Influence, Socioeconomic Status, "Teacher Influence

Care. Early Childhood Education, "Infants, "Mothers," Parent Influence, Socioeconomic Status, "Teacher Influence
The purpose of this study was to determine the effect of home-mother care and day care caregiver behaviors on the adaptive behavior development of infants between 18 and 24 months of age. Other variables under investigation included two indices of socioeconomic status: occupation and education of parents. The sample consisted of 72 children. Adaptive behavior development was measured with the revised Vineland Adaptive Behavior Scale (Sparrow, Balls, and Cicchetti, 1984). Growth-facilitating behaviors of mothers and child caregivers were measured with the Family Daycare Rating Scale (Harms and Clifford, 1984). A 3 X 2 analysis of variance was used with two levels for caregivers-mothers and three levels of care: child in home; child in day care where caregivers show high frequency of growth-facilitating behavior; and child ind y care where caregivers show tow frequency of growth-facilitating behavior, Results revealed higher adaptive behavior composite scores for children in home care and for day care children of mothers with higher growth-facilitating behaviors. Means of home care children on adaptive behavior composite scores were higher than those of day care children. Results also suggested that the educational level of parents and the exhibition of growth-facilitating behaviors positively covary. Eighteen references are listed. (RH)

PS 017 194 ED 291 514

ED 291 514

PS 01/1 194

Nurs. Joanne R.

Readiness for Kindergartea. ERIC Digest.

ERIC Clearinghouse on Elementary and Early

Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Report No.—EDO-PS-87-2

Pub Date—87

Contract—OERI-400-86-0023

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products

EDRS Price - MF01/PC01 Plus Postage.

(971)
EDRS Price - MF01/PC01 Plus Postags.
Descriptors—Cognitive Development, "Early Childhood Education, "Kindergarten, "Kindergarten Children, Language Skills, Physical Development, "Preschool Teachers, School Entrance Age, "School Readiness, Social Behavior Identifiers—ERIC Digests, "Teacher Expectations A consideration of readiness for kindergarten must take into account the kindergarten program and the teacher's expectations for kindergarten children's social, behavioral, sensory-motor, cognitive, and language abilities upon entrance to kindergarten. The issue of kindergarten entrance age is then addressed, and different types of kindergarten programs are discussed. The inappropriateness of academically oriented programs for young children which stress structured, whole group, and apper-and-pencil activities is pointed out. It is emphasized that a child might be ready for one type of instructional program, but not another. (PCB)

PS 017 195 ED 291 515

ED 291 515

Hoot, James L. Kimler, Michele
Early Childhood Classrooms and Computers: Programs with Promise.
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—37

Contract—OERI-400-86-0023

Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MPDI/PCOI Plus Postage.
Descriptors—Cognitive Development, *Computer Assisted Instruction, *Computer Uses in Education, Elementary Education, *Programing Languages, *Teacher Role, Teaching Methods, *Word Processing, Writing Instruction Identifiers—*LOGO Programing Language, Thinking Stills.

Identifiers—*LOGO Programing Language, Thinking Skills
Word processing and the LOGO programing language are two microcomputer applications that are
beginning to show benefits as learning tools in elementary school classrooms. Word processing packages are especially useful with beginning writers,
whose lack of motor coordination often allows down
their acquisition of computence in written commuages are especially useful with beginning writers, whose lack of motor coordination often slows down their acquisition of competence in written communication. Software developed for beginning writers can: (1) provide learners with visual, motor, and even auditory support; (2) encourage learners to write more by minimizing mechanical drudgery; (3) encourage writers to focus on content rather than form; (4) increase the likelihood of revision; (5) provide learners with letter-quality output, which encourages sharing of writing; (6) promote social interaction, by making writing visible to passersby; (7) make writing appealing for special needs children; and (8) encourage positive attitudes toward learning. Researchers believe that while the graphics-oriented programing language LOGO does not teach the planning skills necessary for programing; it can help young learners by: developing problem-solving abilities; facilitating learning of mathematical concepts; and encouraging collaboration, social development, creativity, spatial relation development, and overall cognitive development-especially in special needs children. Teachers who understand both the power and limitations of these programs for children make the most effective use of both LOGO and word processing software. (SKC)

ED 291 516

PS 017 199

tilizing Community Resources To Enhance Cre-ativeness and Aesthetic Awareness in Head Start Teachers. Irving, Virginia Utilizing Comm

Pub Date—87
Note—95p.; Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
Price - MF01/PC04 Plus Postage.
Descriptors—"Community Resources, "Compensatory Education, "Creativity, "Day Care, Educational Innovation, Preschool Education, Preschool Teachers, Staff Development Identifiers—Aesthetics, "Project Head Start The primary goal of this practicum study was to provide opportunities for Head Start teachers to become knowledgeable of community resources that would encourage their assthetic awareness and enhance their creative growth. A total of 16 teachers and teacher aides visited a local Dali Museum, a fine arts museum, a planetarium, a historical museum, and a preschool setting for gifted children. In addition, they viewed the productions of a local ballet and a dramatization of a fairy tale by a professional acting group. Participants received visits by artists who specialized in visual arts, creative movement, and a tributed a tribute of the classroom. Analysis of project evaluation data indicated that after the intervention participants were including more creative learning activities in their classrooms. They were also more aware of community resources available to them. Purther, there were indications that the participants were being influenced by the intervention as they planned curriculum experiences for young children. A 33-item list of references is provided. Related materials are appended, including survey forms, interview guides, and tabulations of research results.

PS 017 200

Morrison, Elizabeth Hayo
Development and Implementation of an Elementary School-Based Inservice Model Using
School-Based Personnel as Facilitators.
Pub Date—88
Note—21317

Note-211p.; Ed.D. Practicum Report, Nova Uni-

- Dissertations/Theses - Practicum Pa-

Note—211p.; Ed.D. Practicum Report, Nova University.

Pub Type— Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Elementary Education, "Elementary School Teachers, "Inservice Teacher Education "Instructional Improvement, Models, Program Design, "Program Implementation, "Resource Materials Identifiers—Media Contests "Tracket Instructional Inservices" (Tracket Inservices)

Identifiers-Media Centers, *Teacher Initiated Ac-

Identifiers—Media Centers, *Teacher Initiated Activities
This practicum addressed the problem of developing and implementing a school-based in-service model that would be facilitated and presented by the elementary school teachers who were to be instructed. A literature review led to the conclusion that successful implementation could be achieved by faculty and staff ownership of the in-service model and the identification of appropriate components. In particular, research indicated the importance of prioritized steps in developing the feeling of ownership and insuring the appropriateness of the instructional components. Objectives of the intervention were: (1) to develop willingness among faculty and staff to volunteer for or accept the request of other faculty and staff to facilitate or present an in-service component; (2) to develop an in-service model with its components; (3) to compile a media center resource file for each of the components; and (4) to encourage teachers to use newly learned strategies and information in their classrooms. During the course of the implementation period, 23 components were planned by individual faculty and staff insubers and 18 components were delivered. Plans were made to continue the in-service program for a ascond year with the presentation of four previously planned but delayed components, four repeated or extended components, and the possible addition of aix new components. Twenty-nine references are cited. Related materials comprising about half the formation packets, agendas and minutes of meetings, and a 15-page presentation about the proposed program. (RH))

ED 291 518 PS 017 201 nuer, Joseph J. Smith, Douglas K.
sability of the K-ABC and S-B-4 with Preschool

Pub Date—Apr 88
Note—16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, April 3-10, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPGI/PC01 Plus Pustage.
Descriptors—Barly Childhood Education, "Educational Testing, "Intelligence Tests, Middle Class, Preschool Children, Preschool Education, "Preschool Tests, "Test Reliability Identifiers—"Kaufman Assessment Battery for Children, "Stanford Binet Intelligence Scale Stability of performance on the Kaufman Assessment Battery for Children (K-ABC) and the Stanford-Binet Intelligence Scale: Fourth Edition (S-B-4) over a 1-year interval was examined with a sample of 28 nonhandicapped preschoolers. Each child was administered both tests in counterbalanced order and retested in 1 year with either the K-ABC global scales and individual subtests. The verbal reasoning cluster of the S-B-4 seemed to provide a stablie measure at the preschool level, but adequate stability was not demonstrated by the other area scores or the test composite. (PCB)

PS 017 202

ED 291 519

Smith, Douglas K. And Others

K-ABC Stability in a Preschool Sample: A Longitudinal Study.

Pub Date—Apr 88

Note—21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, III. April 5-10, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Pries - MP01/PC01 Plus Postage.

Descriptors—Early Childhood Education, *Educational Testing, Longitudinal Studies, Middle Class, *Preschool Children, Preschool Education, *Preschool Tests, *Test Reliability, *Young Children dren

Identifiers-*Kaufman Assessment Battery for

Children
Over a 2-year period, stability of performance on
the Kaufman Assessment Battery for Children of 25
nonhandicapped preschool children was examined.
Overall, results indicated a high level of stability for
both global scale scores and subtest scores. Less
stability was indicated for performance patterns and
subtest strengths and weaknesses. (PCB)

PS 017 204 ED 291 520

Barber, Geraldine M.

ncreasing Parental Involvement in Helping Fourth Grade Children To Learn through Home Curriculum To Improve Homework Habits. Pub Date—87

Note-79p.; Ed.D. Practicum Report, Nova Uni-

Pub Date—87
Note—79p.; Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary School Students, Intermediate Grades, *Parent Education, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation
This practicum was designed in response to a lack of parental involvement in a fourth grade classroom. The goals of the practicum were: (1) to encourage parents to become involved in helping their children learn at home as well as at school by attending parent-teacher conferences and other school-related activities; (2) to provide home visitation in order to help in establishing a home curriculum; and (3) to give support to parents who need help in assisting their children with homework. All 25 parents became involved in some aspect of the program, and considerable gains were made in parents' sittudes toward regular visits to school. In addition, parents monitored homework and, consequently, children completed and returned assignments. Twenty-three references are listed and two brief survey forms are appended. (PCB)

PS 017 205

Doub-Dike, Janice
Project A.D.A.P.T.: Approaches for Developing
Active Participation in State Mandated Training
Programs for Child Caregivers.
Pub Date—87
Note—151p.; Ed.D. Practicum Report, Nova Unioperative.

Pub Type- Dissertations/Theses - Practicum Pa-

pers (043)

EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Adult Vocational Education, "Child Caregivers, "Classroom Environment, Discusion," Inservice Teacher Education, "Instructional Improvement, Orientation Materials, Postsecondary Education, Program Improvement, Social Reinforcement, "Student Participation," Teaching Methods, Videotape Recordings Identifiers—Mandatory Programs

To increase the participation of child caregivers in mandated inservice training provided at a metropolitan adult/vocational center, changes were made inthe curriculum and classroom environment and the research literature was reviewed for ways of activating adult learners. Several specific program innovations were implemented, including the development of an orientation videotape and other pre-class adaptive activities, a change in class schedules and instructor assignment to allow for increased support and coaching assistance, a student-centered curriculum, re-arrangement of the physical environment to meet the special needs of adult students, and the inclusion of feedback, class involvement techniques, and video playback during discussion sessions. Evaluation data indicated that participants showed increased levels of orientation, in-class participation, self-appraisal, and positive program regard. Sixty references are cited. Related materials are appended, such as forms, questionnaires, a videoscript of orientation materials, and a faculty handbook. (RH)

ED 291 522 PS 017 208

Gratz, Elizabeth W.
Early Childhood/Elementary Essential Elem Texas Style, ub Date-Mar 86

Texas Style.
Pub Date—Mar 86
Note—11p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 1-4, 1946).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MPDI/PCOI Plus Postage.
Descriptors—Competency Based Teacher Education, Core Curriculum, Curriculum Development, Early Childhood Education, Elementary School Teachers, Higher Education, Preservice Teacher Education, Education, State Legislation, Student Teachers, Teacher Education, Preservice Teacher Education, State Legislation, Student Teachers, Teacher Certification, Teacher Education Curriculum, Teacher Education Programs, Teacher Improvement, Teacher Interns, Teaching Experience Identifiers—Pre Professional Skills Test, Texas In the 1980s, the passage of two Isws—Chapter 75 of the Texas Education Code (providing for a well-balanced curriculum) and Texas Senate bill 50 (mandating teacher testing prior to certification)—has led to many changes in elementary and early childhood education as well as teacher education in Texas. In teacher education programs, course content is now geared toward helping students pass the Pre-Professional Skills Test (PPST), required since 1984, and the Examination for the Certification of Educators in Texas (ExCET), required since May, 1986. The number of areas of academic specializa-Pre-Professional Skills Test (PPST), required since 1984, and the Bamination for the Certification of Educators in Texas (ExCET), required since May, 1986. The number of areas of academic specialization for elementary education majors has also been reduced, and the amount of field experience required for all education majors has been increased. The inclusion of the essential elements from the State Board of Education Rules for Curriculum in the appropriate professional development education courses has served as further evidence of the implementation of the new standards. Students must master each essential element for each curricular area in their college coursework. This legislation will continue to generate curricular changes throughout Texas. Appendix titles include: (1) general provisions Chapter 75 of the Texas Education Code; (2) Elementary Well-Balanced Curriculum; (3) Essential Elements in English Language Arts, Grades 1-6; and (4) Two Reading Essential Elements and Descriptors by Grade Level. (SKC)

ED 291 523

PS 017 210

Spotlight on the Family: Public Policy and Private Responsibility.

American Jewish Committee, New York, N.Y.

Report No.—ISBN-0-87495-098-8

Pub Date—Feb 88

Note—63p; This publication was made possible by grants from the Sidney L. Hechinger Fund for Social Policy and from the Eather Rosenbaum Pund.

Available from—The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 (\$7.00; quantity

Available from—The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 (\$7.00; quantity prices on request). Pub Type—Reports - General (140) EDRS Price - MF01/PCD3 Plus Pestage. Descriptors—Cultural Background, Day Care, Divorce, "Family Characteristics, "Family Life, Family Size, Group Unity, Intermarriage, "Jews, "Marriage, Nuclear Family, Parent Child Relationship, Religious Practics," Young Children Identifiers—American Jewish Committee, "Family Policy, "Jewish Culture, Religious Practices As a result of 18 months of deliberation on family policy issues pertaining to young children, the American Jewish Committee's Task Force on Family Policy put together this booklet. After an introductory foreword by E. Robert Goodkind, a paper by Steven Bayme, called "Current Debates and Challenges," outlines the range of issues underlying family policy and provides the relevant arguments for and against particular policy options and directions. Topics discussed include: current trends in the American family, the family policy debate, policy options, and the Jewish community. A second paper, "Classical Teachings and Historic Experience," by David Biale with the assistance of Rachel Biale, surveys Jewish teachings on public and private responsibilities to the family and synthesizes Jewish tradition and modern cultural values. The Biales' paper deals with the following topics. (1) marriage in Jewish tradition; (2) reasons for marriage; (3) extramarital and premarital sex; (4) intermarriage; (7) the structure of the family; (8) divorce; (9) parent-child relations; (10) care of infants; (11) women and work; and (12) the Jewish tradition and the contemporary crisis of the family; (8) divorce; (9) parent-child relations; (10) care of infants; (11) women and work; and (12) the Jewish tradition and the contemporary crisis of the family; (8) divorce; (9) parent-child relations; (10) care of infants; (11) women and work; and (12) the Jewish tradition and the contemporary crisis of th

PS 017 211

Fernie, David E. DeVries, Rheia
Young Children's Reasoning in Games of Nonsocial
and Social Logic: "Tic Tac Toe" and a "Guessing

Game". Pub Date Note—24

Game".

Pub Date—87

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Abstract Reasoning, "Childrens Games, "Mathematical Logic, "Young Childrens are to the company of the seasoning of the company of the company of the Guessing Game. The present study focuses on two basic questions and their educational implications: (1) What differences and similarities in the mastery of game format, in competitive awareness, and in advanced strategies are evident in the playing of these two games" and (2) Do these accomplishments in reasoning appear simultaneously or at different ages? The sample consisted of 87 children aged 3 through 7. Each child played a series of games with the experimenter. It was found that progress in children's reasoning was related to the two games, and that the progress could be described as mastery of mechanics, competitive attitude, and advanced strategy. Differences in children's reasoning was slanted toward nonsocial logic in the tactor, and toward social logic in the guessing game. In addition, there were differences in the ages at which a competitive attitude and savanced strategies emerged in playing the games. A 21-item reference list and five tables are included. (PCB)

ED 291 525

PS 017 212

Avgar, Amy
The Effects of Infant Day Care on Child Develop-

ment. American Jewish Committee, New York, N.Y. Pub Date—Feb 87

Pub Date—reo e.
Note—15p.
Available from—The American Jewish Committee,
Institute of Human Relations, 165 East 56 Street,
New York, NY 10022-2746 (31.25; quantity
New York, NY 10022-0740.

prices on request).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attachment Behavior, Child Caregiv-

ers, Cognitive Development, *Day Care, Day Care Centers, Early Childhood Education, Emo-tional Development, *Employed Parents, Family Attitudes, Family Characteristics, *Infant Behav-ior, *Infants, *Longitudinal Studies, Social Devel-

ior, "Infants, "Longitudinal Studies, Social Development
Studies on the effects of early day care can be
characterized according to two distinct research
trends. In the first, which occurred during the 1960s
and 1970s, the principal issue was whether day care
had any inevitable and negative consequences for
the child and, particularly, the mother-child attachment. The second, more recent, trend has been to
investigate the individual, family, and institutional
conditions that enhance the effects of nonmaternal
care. A review of the evidence from these two research trends indicates that: (1) early day care experences have no long-term effects on intellectual
development, except for economically disadvantaged children; (2) some day-care-reared infants display more anxious or avoidant behavior than
home-reared infants; (3) for certain children, early
day-care experience is associated with heightened
interaction with children and lower compliance
with adults; and (4) attitudes and family circumstances associated with nonmaternal care, as well as
the nature and quality of the caregiving, must be stances associated with nonmaternal care, as well as the nature and quality of the caregiving, must be considered when accounting for consequences re-lated to substitute care. These indications raise questions for a number of policy issues, including what policy initiatives deserve consideration. (PCB)

ED 291 526 PS 017 214 K-3 Essential/Exit Skills. Arizons State Dept. of Education, Phoenix. Spons Agency—Department of Education, Washington, D.C.

Arizona State Dept. of Education, Phoenix. Spons Agency—Department of Education, Washington, D.C.
Pub Date—Feb 88
Note—629.
Pub Type—Guides - Non-Classroom (055)
EDRS Frice - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, Grade 3, Health Education, "Language Arts, Mathematics Instruction, Music Education, Primary Education, Reading Instruction, Reading Skills, Science Instruction, Social Studies, "State Curriculum Guides, Visual Arts, Writing Instruction Identifiers—"K 3 Improvement Program AZ
Described in this document are the minimum competency requirements that Arizona students must master before they can leave third grade. These requirements were mandated by the K-3 Improvement Plan first implemented in the 1986-87 school year. The first section of the document, which discusses revision of the X-3 skills its, covers background information, the revision committee, the comittee's work, hearings and district responses, and coordination with the Language Arts Essential Skills Committee. Remaining sections contain the text of the law that established the K-3 Improvement Program, program guidelines, an explanation of the philosophy of the program, and listings of third grade essential/exit skills in the subject areas of: (1) social studies; (2) science; (3) music; (4) health; (5) mathematics; (6) visual arts; and (7) language arts essential skills committee work, how current knowledge about language arts essential skills as well as lists of outcome criteria for these skills. (SKC)
ED 291 527
Vanhle May: Ellan Gilman Parid Alm.

cutcome criteria for these skills. (SKC)

ED 291 527 PS 017 215

Vanble, Mary Ellen Gilman, David Alan
A Stady of the Relationship Between Class Size and Achievement.

Pub Date—Mar 88

Note—40p.

Pub Type— Reports - Research (143)

EDRS Price - MFDI/PCU2 Plas Postage.

Descriptors—*Academic Achievement, *Class Size, Grade 1, Mathematics Achievement, *Class Size, Grade 1, Mathematics Achievement, Achievement, Small Classes, *Teacher Student Ratio, Teaching Methods Identifiers—Indiana, *PRIMETIME

This study examined the relationship between test results of students in PRIMETIME first-grade classrooms in Indiana, and the Smith and Glass size/achievement model. The class size/achievement model shows the results of a meta-analysis of research on class size which indi-

cated that as class size decreases, achievement increases. The PRIMETIME project reduced the student/teacher ratio in first grade classrooms to 14:1. The current study examined 10 sets of data collected from over 2000 first-grade classrooms. Only 3 of the 10 studies examined reported a positive relationship between decreased class size and increased achievement scores. The conclusion of this study is that reduced class size is necessary, but not sufficient, to increase achievement scores. The role of teaching methods in small classes as a factor in increasing test scores is discussed, as are other contributing variables which may have affected achievement scores. It is recommended that PRIMETIME be continued, but that teaching methods and materials in smaller classes also be changed to increase achievement. (PCB)

ED 291 528
History and Fundamentals of Child Support Enforcement. Second Edition.
National Inst. for Child Support Enforcement, Chery Chase, MD.
Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.
Pub Date—Sep 86
Contract—OCSE-600-83-001
Note—154p.

Contract—OCSE-600-83-001
Note—154p.
Pub Type— Historical Materials (060) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Child Advocacy, Children, Childrens Rights, *Federal Legislation, *Federal Programs, Law Enforcement, One Parent Family, Parent Child Relationship, *Parent Financial Contribution, *Parent Responsibility Identifiers—*Child Support Enforcement Program

tion, "Parent Responsibility
Identifiers—"Child Support Enforcement Program
The Child Support Enforcement Amendments of 1985, the most significant child support enforcement 1985, the most significant child support enforcement measures taken by the United States Federal Government since the Child Support Enforcement program was created in 1975, are discussed in this document. Also discussed are the history of enforcing child support payments and methods for dealing with absent parents. The first chapter provides a general overview of the problems involved in getting parents to keep up with child support payments, and how the Child Support Enforcement Program can help. In Chapter 2, the organizational structure of the Child Support Enforcement Program is described. Chapter 3 deals with the intake process, touching on sources of cases, intake procedures and issues, and the conducting of intake across state lines. Locating absent parents is the focus of Chapter 4, and paternity establishment procedures are detailed in Chapter 5. Chapter 6 concerns assessment of child support obligations, including a description of formulas and guidelines. Procedures for establishing court orders for child support are detailed in Chapter 7, and information about methods of enforcing child support orders is supplied in Chapter 8. Chapter 9 provides guidelines for collecting and distributing child support orders is supplied in Chapter 8. Chapter 9 provides guidelines for collecting and distributing child support with support of child support enforcement, and a glossary is included. (SKC)

ED 291 529

St. Peters, Michelle And Others
Television and Families: What Do Young Children
Watch With Their Parents?
Spons Agency—National Inst. of Mental Health
(DHHS), Betheada, Md. PS 017 220

(DHHS), Bethesda, Md.
Pub Date—Mar 88
Grant—NIMH-MH-39595
Note—23p.; Paper presented at the Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19,

1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors— Behavior Patterns, Longitudinal
Studies, Parent Attitudes, "Parent Child Relationship, Parent Influence, Tables (Data), Television
Surveys, "Television Viewing, "Young Children
This study investigated several questions concerning the amount of viewing and types of programs
children and parents watch alone and together. Patterns of children's viewing with and without parents
were examined, as well as how parent-child coviewing affects individual family members' viewing.
Children 3 to 5 and 5 to 7 years old, and their
families, were studied over a two-year period. Each
family kept a diary of television viewing. It was

found that: (1) parents and children coviewed adult programs three times more than children's pro-grams; (2) the majority of children's viewing of adult programs was with parents; (3) coviewing with par-ents decreased with age; and (4) parents' viewing choices were the major predictor of what parents and children watched together. A 50-tiem reference list and statistical tables are included. (PCB)

RC

ED 291 530

RC 016 315

Penkin, Alan
The Imperfect Union, School Consolidation &
Community Conflict.
Report No.—ISBN-0-226-66166-0
Pub Date—82

Pub Date—82 Note—214p. Available from—The University of Chicago Press, 5801 South Ellis Avenue, Chicago, IL 60637. Pub Type— Reports - Evaluative (142) — Books (010)

Pab Type—Reports - Evaluative (142) — Books (010)

Pab Type—Reports - Evaluative (142) — Books (010)

Document Not Available from EDRS.

Descriptors—*Boards of Education, Community Attitudes, *Community Involvement, Community Schools, *Consolidated Schools, Educational History, *Educational Policy, Elementary Education, Local Issues, Rural Schools, *School Closing, *School Community Relationship, School District Reorganization

Identifiers—*Conflict Analysis, Illinois

"The Imperfect Union" recounts the experiences of "Killmer," Illinois, from 1975 to 1979 while the village of 900 persons sought to fight the closing of its elementary school by seceeding from the consolidated school district (*Unit 110") to which it belonged. "Unit 110" is represented as an imperfect educational union of five politically distinct villages—a district which was established on the sammption that the primary purpose of schools, overriding all others, is the education of children. The account follows the efforts of 'Killmerites' to bring other, possibly larger, issues to the surface: the nature of school union when separate districts are consolidated, the behavior of communities in conflict over school affairs; and the meaning of a school to its community. Eight chapters follow the conflict from its prelude in the establishment of Consolidated School District "Unit 110," through the troubled early years, 1945-1962; before and into the storm; no resolution in sight (May 1976-January 1977); petitions, politics, and perturbations; the conflict revisited; and the conflict explained. (JMM)

ED 291 531 RC 016 317

Worthington, Ross Rural & Distance Education. A Bibliography with Particular Emphasis on Australia. Quoemaland Dept. of Education, Brisbane (Austra-

Queensland Dept. on lia). Research Branch. But Date—Jun 82

Pub Date—Jun 82 Note—218p.; Best copy svailable. Pub Type— Reference Materials - Bibliographics EDRS Price - MF01 Plus Postage. PC Not Avail-

(131)
EDRS Price - MF01 Plus Pestage. PC Not Available from EDRS.
Descriptors—"Academic Achievement, Communications Satellites, "Correspondence Study, Delivery Systems, "Distance Education, Educational Radio, Educational Television, Elementary Secondary Education Interviews, Elementary Secondary Education, "Rural Education, "Telecommunications, Videotape Recorders
Identifiers—"Australia, United States
Produced by the Rural and Distance Education
(RADE) database of the Queensland (Australia)
Department of Education, this bibliography is designed to support research studies and to aid teachers, administrators, support personnel, and policy makers. The 1,965 citations, which include both monographs and journal articles (some of which are already in the ERIC database), are not annotated but do include index terms. An explanation of initialisms used and a subject index are appended. The entries are almost all in English and deal chiefly with Australia and the United States. All were published between 1925 and 1982. (JMM)
FD 291 532

RC 016 321

ED 291 532 Miller, Linda

RC 016 321

Female Educators, Development, and Human Capital: A Brazilian Case. Working Paper #35.

Michigan State Univ., East Lansing. Office of Women in International Development.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Sep 83

Note—21p.

Available from—Office of Women in International Development, 202 International Center, Michigan State University East Lansing Mt 48234

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Sep 83
Note—21p.
Available from—Office of Women in International Development, 202 International Center, Michigan State University, East Lansing, MI 48824. Pub Type—Reports - Descriptore (141) EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Community Attitudes, Community Role, Developing Nations, *Economic Development, Elementary Secondary Education, *Females, Field Studies, Foreign Countries, *Human Capital, Human Resources, *Labor Force, Patriotism, *Productivity, Role of Education, Still Development, Social Status, Teacher Qualifications, *Teacher Role, Unskilled Workers Identifiers—*Brazil, Human Capital Theory
The role of female educators in the Brazilian Amazon community of Itaituba (population in 1970: 12,690) has fallen short of that envisioned by the policymakers and social scientists in the early 1970s, as indicated by research conducted in 1976-77. Based on the 'human capital' theory, betser-trained local teachers were to train the local labor force, thereby improving productivity. Itaituba experienced rapid growth during the 1970s due to the construction of two federal highways. A new middle class emerged, of which female educators were an important segment. More students were reached and they stayed in school longer. After graduating, however, they left the community in search of more education and better jobs. By 1977 it was clear that the contribution of female educators to the economic development of the region was eaglighble, although they were able to promote community life, national integration, and patriotic mationalism in ways consistent with gender and class expectations and restraints (social class inequality that often benefits middle- and upper-class women outweighed gender inequality). At present, cheap unskilled labor is in more demand than skilled, productive-and more expensive-labor. Thus, the effort to develop human capital remains an ideal rather than a reality in frontier communities like Itaituba. Thirty-two references are ap

ED 291 533

Hayward, J. A.
Priorities for Extension.
Pub Date—24 Apr 87
Note—15p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April

tural Education (3rd, Chevy Chase, MD, April 24-26, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (130)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Administrative Policy, "Administrative Principles, Agribusiness, "Agricultural Education, Appropriate Technology, "Cost Effectiveness, Delivery Systems, Developing Nations, Extension Agents, "Estension Education, Financial Support, "Needs Assessment, Planning, "Policy Formation, Program Development, Program Effectiveness, Program Improvement, Resource Allocation, Staff Development, Staff Utilization, Technical Assistance, Training Objectives

-*Priorities, Training and Visit System,

Identifiers—"Priorities, Training and Visit System, World Bank
Agricultural extension is one component in an array including research, training, education, marketing, international trade, etc. which develop together to bring about growth, and sustained growth determines the priorities for extension. These priorities depend inevitably on the stage of development of a country or region, and on the current environment in which extension operates. Priorities for extension include: (1) establishing appropriate systems, based on sound management principles (asembodied by World Bank's Training and Visit system); (2) promoting extension as a major development resource to governments and farmers, to ensure that the necessary resources are provided to carry out its true functions; (3) combining research, extension, and training projects to overcome the problem of inefficient information dissemination systems; (4) training field workers to identify and select applicable technology for local farmers; (5) building and sustaining quality manpower (by offering education, training, and incentives at all levels); (6) educating farmers and other clients to eliminate

barriers between them and the technology and re-search they receive; and (7) reducing the costs of extension without compromising its effectiveness (working with groups instead of individuals, careful use of mass media and computers-privatization and developments in communication technology hold promise for cutting costs and improving effective-ness). (JMM)

ED 291 534 RC 016 371

ED 291 534 RC 016 371
Crunkillon, John R. And Others
Graduate Programs of International Students
Studying Agricultural Education in the United
States with Implications to the International
Training Program at the American Farm School
in Greece.
Pub Date—Apr 87
Note—12p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April
24-26, 1987).

ing of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—Academic Achievement, *Agricultural Education, Curriculum Development, Extension Education, 'Proreign Students, 'Graduate Students, Higher Education, *Participant Characteristics, Participant Satisfaction, Professional Training, *Student Interests, Summer Programs Identifiers—"American Farm School, Greece, *Market Analysis, United States A questionnaire was sent to 161 international graduate students studying agricultural education/extension in the United States to identify implications for the International Training Program at the American Farm School near Thessaloniki, Greece, and to assess the students' degree of interest in attending the Farm School's Training Program, Eighty-six usable responses yielded data on age and set of respondents, sources of financial assistance, professional positions, country of origin, degrees held, astisfaction with programs, courses taken, perceptions of program goals, and desired changes in curriculum. While students were generally pleased with their formal graduate programs, some voids existed, and 93% of the respondents aboved interest in attending the International Training Program. It was concluded that these students could be prime participants in the program, and potential students for a summer program. Recommendations included: a good informational program should be instituted to provide students with timely course/tenrollment information for the Parm School; efforts should be made to encourage countries to sponsor their students in the school's summer short course; and the American Farm School and United States international graduate programs should alter their curricula address more practical concerns; and the American Farm School and United States international graduate programs should alter their curricula objects in the coloo's summer short cou

RC 016 377 ED 291 535

ED 291 535
Jones, Siephen P.
Lessons Learned from Evaluating African Agricultural Training Projects.
Pub Date—Apr 87
Note—12p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26 1987).

tural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) EDRS Price - MF0L/POD Plus Postage.
Descriptors—Accountability, Agricultural Education, "Consultants, Credentials, "Evaluation Methods, "Field Studies, Performance, Professional Services, "Program Evaluation, Qualifications, Reports, Rural Development Identifiers—"Agency for International Development

ment Since all Agency for International Develope Since all Agency for International Development (AID) projects require an evaluation component, AID's emphasis on assistance to agriculture and rural development projects ensures a continuing need for skilled and expert personnel to evaluate those projects. Intended for potential AID project evaluations, this guide uses experience gained from field work in Senegal, Rwanda, Togo, Mali, and the Sudan to identify five phases in project evaluation: qualification for and involvement on an evaluation team; pre-departure orientation to the project; hit field running; expectations and surprises in the field; and, the exit. Examples or explanations are given for each phase. Recommendation emphasize the importance of: establishing a good reputation; gaining familiarity with the project and its strategy.

naintaining objectivity and being a good listener; and conducting final briefing and preparing reports.

RC 016 380

ED 291 336

Gor, Christopher O. And Others

A Discussion of Strategies for Appropriate Technology Transfer to Developing Countries.

Pub Date—Apr 87

Note—15p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987). 24-26, 1987).

24-26, 1987).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agriculture, "Appropriate Technology, Delivery Systems, Developed Nations, "Developing Nations, Evaluation Methods, "Financial Support, Foreign Countries, Industrialization, International Programs, Modernization, Money Management, Needs Assessment, Productivity, "Program Effectiveness, "Technological Advancement, Transfer of Training. cal Advancement, Transfer of Training lentifiers—Brazil, Kenya

Transfer of Training Identifiers—Brazil, Kenya
The ongoing flow of monetary assistance and technological transfer from developed to developing countries is examined and its success gauged. Two examples are cited: "The Munias Sugar Company—Success Story in Kenya," and, "The Sao Francisco River Power Development in Brazil—A Disaster along the River." The paper also discusses what appropriate technology means, its role in development, and means of strengthening this role and/or effectiveness. Definitions used in reference to appropriate technology are listed. Four strategies for transferring technology to developing countries are identified and discussed: top-down strategy (in which technology is transferred to the educated elite with the aim that it will trickle-down to the poor); intermediate technology strategy (which provides a step to bridge the gap between indigenous and advanced technology); and basic needs strategy (the transfer of only that technology appropriate to the specific needs of the indigenous population). The shortcomings of the strategies are investigated, followed by plans for strengthening technology transfer strategies and their major component: needs assessment, target group involvement, evaluation/follow-up, and relevance of technology transfer in developing projects. Brief conclusions/recommendations address definitions, strategy shortcomings, and indigenous technologies. (JMM) strategy sho gies. (JMM)

RC 016 381 Lambur, Michael And Others International Programming in ing in the Cooperative

International Programming in the Cooperative Extension System.

Pub Date—Apr 87

Note—Sp.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1007).

Education (3rd, Chevy Chase, MD, April 24-26, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150).

EDRS Price - MF01/PO1 Plus Postage.
Descriptors—"Extension Agents, Extension Education, Instructional Materials, 'International Studies, Organizational Effectiveness, "Organizational Objectives, Program Design, "Program Development, Program Implementation, Role of Education, "World Problems Identifiers—"Cooperative Extension Service, International Responsibility, "Public Awareness "Understanding World Agriculture" is a 3-year project (1984-1987) designed to mobilize resources of the Cooperative Extension Service (CES) to enhance citizen understanding of political, economic, technical, and social factors relating to world problems of hunger and poverty and to the stake of the United States in international development. The project is simed at CES clientele, which represents a broad cross section of the American public. A handbook for extension personnel was developed in the project's first year, 1984-1985. Activities in the second and third years will focus on the preparation and testing of educational materials based on the handbook, and on training extension personnel in their use. Another project component assessed the current level of institutional support and capacity for an international public education dimension within the Cooperative Extension System of series July 1988

lected Land Grant Universities. Eleven states contributed to the assessment in the winter of 1985-1986. Although the 888 CES staff were basi-1905-1906. Attnough the 580 CBS start were cassically very supportive of an international dimension for CES, telephone interviews with 28 administrators pinpointed weaknesses in institutional commitment, structure, and capacity for support. Although some CES staff have ventured into international education on their own, these efforts are not sufficient to meet current demands and programming concepts. (JMM)

RC 016 391 Agricultural Trends and Resource Conservation: Implications and Issues, A Symposium Proceedings (Washington, D.C., November 3-5, 1986). Soil Conservation Service (DOA), Washington,

Pub Date-Aug 87

D.C.
Pub Date—Aug 87
Note—48p.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agricultural Occupations, "Agricultural Trends, Communications, Conservation Education, Farm Management, Financial Services, Government Role, Natural Resources, "Policy Formation, Program Development, Program Implementation, Rural Economics, "Rural Environment, Rural Population, "Soil Conservation, "Technological Advancement, "Trend Analysis, Water Resources
Identifiers—Soil Conservation Service
The purpose of this paper is to highlight some of the most significant trends likely to affect agricultural resource conservation activities, to discuss their significance to policy development and program management and implementation, and to make policy and program recommendations. In November 1986, 25 representatives from academia, farming reaching, commodity groups, agricultural organizations, and agribusiness met with Soil Conservation Service (SCS) personnel to discuss and respond to the issues raised in a draft version of this paper. Their reactions and recommendations have been incorporated into the paper. Four broad concerns are identified: the changing structure of gariculture, the changing agricultural policies, and technological changes, as well as othern changes in the agricultural environment (such as financial changes). Discussion within concerns touches on changes in farm ownership, increased off-farm employment, emerging conservation coalitions, changing patterns of communication, new legislative changes in farm ownership, increased off-farm employment, emerging conservation coalitions, changing patterns of communication, new legislative initiatives, biotechnology, information and equipment technologies, international factors, etc. Implications conclude each large section. Issues raised in this paper will set the stage for providing modifications, changes, and additions to the program initiatives of the SCS National Conservation Program that has provided priorities for United States Department of Agriculture activities since 1982. partines (JMM)

ED 291 539 RC 016 476 Merchant People: Pride, Power, and Belief in Rural America. Learning Guide. First Edition. Report No.—ISBN-0-9616762-0-5 Pub Date—86

Report No.—ISBN-0-9616762-0-5
Pub Date—86
Note—50p.
Available from—Griesinger Films, Rt. 1, Box 1986,
French Creek, WV 26218.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PO22 Plus Postage.
Descriptors—°Cultural Traits, Educational Resources, Higher Education, Raral Areas, Rural
Economics, Secondary Education, Small Businesses, Social Sciences, Teaching Guides, Values,
"Work Attitudes
Identifiers—"Appalachia, "West Virginia
This learning guide is designed to accompany the
29-minute, color, educational documentary, "Merchant People: Pride, Power, and Belief," a film which depicts how nine rural West Virginia small business proprietors think and feel about their work and life. It contains a description of the film setting, complete transcript of film dialogue, teaching guide, student questionnaire, suggested readings, biographical data about the filmmakers, note from the producer, film discount coupon, and purchasing information. The film and guide are recommended as a base for in-depth discussion or composition when used in secondary and/or college classrooms or community workshops. The teaching guide section presents values that most readily identify Appala-

chian culture: traditionalism, familism, neighborliness, love of home place, individualism, personalism, modesty, sense of humor, and religion. Social science themes outlined for discussion are world view, group cohesion, social construction of reality, sociological imagination, Protestant ethic, and Gemeinschaft. (NEC)

ED 291 540 RC 016 481 ED 291 340

Zastrow, Leona Johns, Jennifer S.

Johnson O'Malley Program Evaluation, 1984-85,
Albuquerque Public Schools, NM. Planning, Research and Accountability.
Pub Date—Dec 85

Note—22p.; For related document, see ED 241

205.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors— American Indian Education, American Indians, "Ancillary School Services, Competency Based Education, Counseling Effectiveness, "Counseling Objectives, "Counseling Services, Elementary Secondary Education, Parent Participation, "Parent School Relationship, Program Descriptions, Program Evaluation, "Student Needs"

Descriptions, Program Evaluation, "Student Needs Identifiers—Albuquerque Public Schools NM, "Johnson O Malley Act The Johnson O Malley (JOM) Program for 1984-1985 in the Albuquerque (New Mexico) Public Schools provided the 1,622 eligible JOM students and their parents with the opportunity to receive supplemental counseling, support services, and information through newsletters. Six high schools and two junior high schools with sizable eligible JOM student population were chosen for supplemental counseling. Six certified counselors were hired to provide supplemental counseling. All counselors were supervised by the District Coordinator of Indian Education. Supplemental counseling, All counselors were supervised by the District Coordinator of Indian Education. Supplemental counseling, helped students accomplish specific competencies. Four problem-solving programs were developed to help students in the areas of drugs and alcoholism, personal and social problems, leadership, and parental involvement. A directory of resources was compiled listing agencies for referral. Students were provided support services for obtaining school supplies and participating in school activities. Parents were informed about the program activities and services through a series of six newsletters. Program achievement was evaluated in terms of seven objectives. Twelve recommendations are offered for continued improvement. (JHZ) tives. Twelve recommendations are offered for continued improvement. (JHZ)

ED 291 541 RC 016 506

ED 291 541

Cavatta, Jerry C.

Las Cruces Public Schools: A View of Our Schools, 1986-87 School District, N. Mex.

Pub Date—Sep 87

Note—16p.; Portions contain small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, American Indians, Basic Skills, Bilingual Education, *Educational Objectives, Educational Status Comparison, Elementary Secondary Education, Enrollment, *Enrollment Trends, Ethnicity, Hispanic Americans, *Public Schools, School Demography, *School Districts, *School Personnel, School Policy, Special Education, Teacher Qualifications, Teacher Student Ratio, Whites Identifiers—*Las Cruces Public Schools NM, New Mexico (Las Cruces)

fications, Teacher Student Ratio, Whites Identifiers—"Las Cruces Public Schools NM, New Mexico (Las Cruces)
Las Cruces Public Schools (Dona Ana County, New Mexico) is the second largest school district in New Mexico serving 6% of the state's public school students. Enrollment, declining in the late 1970s to a 1980-81 low of 15,349 students, has increased steadily through the 1986-87 school year, when 17,207 students were enrolled, primarily in grades K-5. The district includes 17 elementary schools, 4 junior high school, 2 high schools, an alternative high school, and a might high school, and an alternative high school increased enrollments and educational requirements have led to an aggressive expansion and modernization effort funded through voter support for bond issues and tax levies. School population reflects a blend of ethnic/cultural backgrounds—45% Anglo, 52% Hispanic, and 3% Native American. Demographic samples show that the Comprehensive Tests of Basic Skills for 1983-84 through the 1986-87 school years given to 3rd, 5th, and 8th graders have been at or showe the national average performance. Information on the proportions of teaching staff to ad-

ministrative and support staff, pupil/teacher ratios, training and experience level of staff members, and percentage of students requiring special education and bilingual services is provided. The of teaching staff to administrative and support staff, pupil/teacher ratios, training and experience level of staff members, and percentage of students requiring special education and bilingual services is provided. The New Mexico High School Proficiency Exam is outlined. Scholarship and award winners are listed. (JMM)

hillon, Jogindar S., Ed. Howie, Marguerite R., Ed. ED 291 542

Ed.

Dissensions of Poverty in the Rural South.

Florids A and M Univ., Tallahassee. Center for Community Development and Research.

Pub Dato—56

Note—259p.

Pub Type— Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF91/PC11 Plus Postage.

Descriptors—Blacks, Delivery Systems, Demography, Employment Opportunities, Equal Opportunities (Joba), Government Role, Health Programs, Human Services, Land Grant Universities, Policy Formation, "Poverty, Questionnaires, Racial Activitudes, "Racial Discrimination, "Regional Characteristics, Research Design, Rural Areas, "Rural Population, Sociocultural Patterns, Unemployment, Whites

Identifiers—"United States (South)

The major papers collected in this work were writ-

acteristics, Research Design, Rural Areas, *Rural Population, Sociocultural Patterna, Unemployment, Whites Identifiers—*United States (South)

The major papers collected in this work were written by researchers who participated in a regional research project entitled "Isolation of Factors Related to Levels and Patterns of Living in the Rural family as an open system. Chapter 2 discusses research objectives and sample design. Chapter 3 focuses on socio-demographic variables of race, sex, age, education, occupation, farm status, number of children, and marital disruption as predictors of a rural family's level of poverty. Chapter 4 looks at uneven distribution of employment opportunities between blacks and whites. Chapter 5 discusses causes of poverty that reside in the society rather than in the individual. Chapters 6 and 7 deal with availability, use, and quality of agency services. Chapter 8 identifies factors related to participation in food stamp and health programs. Chapter 9 outlines the history of social services in the United States and notes present growing numbers of persons in need of public assistance. Chapters 10 and 11 present recommendations to help the poor, including increased role of state agencies and local community action groups. Chapter 12 contains an annotated bibliography of 40 entries. Appendices include the survey questionnaires and a list of 15 contributors. (HZ2)

ED 291 543 RC 016 546

ED 291 545
Eberts, Paul Khawaja, Marwan
Causal Factors Affecting Local Fiscal Stress in
U.S. Northeast Counties. Cornell Rural Sociology Series. Balletin No. 149.
Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.

Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Jun 87

Note—43p.; This study is a Contribution to U.S.
Department of Agriculture Hatch Regional
Project, NE-151, Piscal Austerity and Its Consequences in Local Government.

Pub Type—Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Financial Problems, Piscal Capacity,
Government Role, Human Services, *Influences,
*Local Issues, Policy Formation, Political Influences,
Population Trends, *Resource Allocation,
*Rural Urban Differences, *Stress Variables, Weifare Services

*Rural Urban Differences, *Stress Variables, refare Services
Identifiera—Counties, Fiscal Accountability, Fiscal Response, *Fiscal Stress, Highways, Public Services, *United States (Northeast)
Conceptualizing high local fiscal stress as a variable which includes low fiscal capacity, high local stax effort and high local need requires building a typology reflecting this conceptualization. This study builds such a typology for 166 counties in the northeastern United States and examines the effects of variables taken from a series of popular hypotheses regarding local fiscal stress. Findings show that the category with the largest effect on local fiscal stress is per capita expenditures for highways. Other

causal factors include: high local demand for services (e.g. education, welfare); location (rural localities suffer from more local fiscal stress than metropolitan localities); high local needs (e.g. unemployment and crowded housing); and high centralization of formal political influence and authority. However, local fiscal stress is comparatively lower in manufacturing localities, and state intergovernmental revenue transfers to localities generally reduce inequalities in fiscal stress. Suggested policy implications to enhance distribute justice regarding local fiscal stress are that states should transfer more funds to highly stressed localities particularly for highways, but also for schooling and welfare. In addition, localities should try to create more accountability in their local budgeting process rather than to concentrate power in the hands of their elected officials. (JMM)

ED 291 544

Larson, Oncar W., III

ESCAPE Project Performance Report for the 1984-85 and 1985-86 Periods.

Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Sep 87

Note—306p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC13 Plus Postage.

Descriptors—Agency Cooperation, "Child Abuse, "Child Neglect, Interstate Programs, "Migrant Children, "Migrant Problems, "Prevention, Program Descriptions, "Resource Materials, State Programs, Statistical Data, Technical Assistance Identifiers—Florida, New Jersey, Pennsylvania, "Project ESCAPE, Texas This report summarizes accomplishments of the ESCAPE (Eastern Stream Child Abuse Prevention)

Identifiers—Florida. New Jersey, Pennsylvania,
 "Project ESCAPE, Texas
 This report summarizes accomplishments of the
 ESCAPE (Eastern Stream Child Abuse Prevention
 and Education) Project over its final two years and
 identifies products developed under its auspices
 during this period. An introduction describes the
 project which was initiated in 1982 to establish and
 reduce the incidence of child maltreatment in the
 migrant population and operated through state and
 local education agencies in cooperation with health,
 legal services and law enforcement, job training and
 aslety, child protection, human services, farm worker, family, and minority advocacy agencies.
 Project activities in research, training, technical as sistance, preparing resource materials for educator
 and health personnel, and coordination of public
 and private efforts are summarized in separate sec tions. The bulk of the report consists of a series of
 incidence and patterns of migrant child maltreat ment in Florida, Pennsylvania, New Jersey, and
 Texas, as well as selected segments of state migrant
 child abuse prevention plans for California, Florida,
 Illinois, Maryland, New Jersey, and Washington.
 Also included are materials developed for the Na ional Migrant Child Abuse Prevention Institute
 and introductory pages of "What's a Kid to Do
 about Child Abuse?" and "What's a Teacher to Do?
 Child Abuse Education for the Classroom." (NEC)

ED 291 545 Pohland, Paul A. The English Village College: A Rural Education RC 016 559

Pobland. Puul A.

The English Village College: A Rural Education
Alternative.
Pub Date—Apr 87
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—*Adult Education, Educational Philosophy, Foreign Countries, *Lifelong Learning, *Nontraditional Education, Postaccondary Education, Program Descriptions, Public Opinion, *Rural Education, Rural Schools, School Community Relationship, Social Attitudes
Identifiers—England, *Village Colleges (England)
The Village College is a uniquely English institution, yet it may be a viable model for rural education in some parts of the United States as well. If no, four adaptations seem paramount: attitudinal restructuring, Institutionalization of adult and community education, a demography capable of supporting the effort, and a new model of educational leadership.
Of the four, attitudinal restructuring appears to be the most basic. Life long learning tends to be honored more in the breach than in the main. First,

education is typically associated in the public mind with corporate schooling, and corporate schooling is defined as a certified teacher teaching a standardized curriculum topic to a registered student in an accredited school. Nonformal education embodied in adult and community education violates the schooling rule in every respect and thus forfeits substantive social support. Second, there is widespread agreement that society's responsibility for education has been fulfilled when youth leave school to join adult society. Third, postsecondary education typically has been accorded "privilege" rather than "right" status. Fourth, no compelling state of interest has ever been articulated on behalf of adult and community education, and thus it has not been incorporated into the national educational plan. (JHZ)

SE

ED 291 546

McFadden, C. The Atlantic Science Curriculum Project in Per-

SE 048 840

ne Atlantic Science Curriculum Project in Perspective.

New Brunswick Univ., Fredericton.

Pub Date—Jun 87

Note—22p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MFBI/PCB1 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, Educational Finance, *Foreign Countries, International Cooperation, *Science Curriculum, Science Education, Science Instruction, *Science Education, Science Identifiers—*Atlantic Science Curriculum Project, Nova Scotia

The Atlantic Science Curriculum Project was launched in 1976 at the Atlantic Institute of Education in Halifax, Nova Scotia, Canada, as a regional

launched in 1976 at the Atlantic Institute of Education in Halifax, Nova Scotia, Canada, as a regional
initiative. This account of the project provides its
aims, its experience, and its lessons for others similarly engaged in the task of improving curriculum
and instruction. This paper was written at a time
when the Project was changing from a regional initiative to a national and international collaborative
effort related to curriculum development and research. (TW)

ED 291 547 SE 048 872

E.J. Z91 547

Baker, Dale R. Piburn, Michael D.

Learning To Think: A Major Factor in the Decline
in Attitude toward Science.
Pub Date—88

Note—34p.; Paper presented at the Annual Meeting of the National Association for Research in
Science Teaching (61st, Lake of the Ozarks, MO,
April 10-13, 1988).
Pub Type—Reports. Penanch (142)

Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Grade 9, *Locus of Control, Mastery Learning, Problem Solving, Science Curriculum, Science Education, *Scientific Attitudes, *Scientific Literacy, Secondary Education, *Secondary School Science, *Self Concept, Student Attitudes The purpose of this study was to identify factors responsible for the perceived decline in attitudes toward science observed in an intervention study designed to enhance scientific literacy. The literacy study focuses on a new freshman course in an urban Catholic high school. Negative attitudes toward science were found to be related to the demand characteristics of the scientific literacy course, which emphasized problem solving. Although the course was successful in teaching literacy skills and had a positive effect on general cognitive shifties, there was a sharp decline in attitude toward science between the beginning and end of the course. Factors related to stitude decline are discussed in terms of self-concept, mastery, locus of control and motivation. (TW)

SE 048 873 ED 291 548

ED 291 348

Beutler, Lawrence J.

Environmental Education: Making the Future More Promising.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Jan 88

Note—9p.

Available from—National Association of Secondary Secondary

vailable from National Association of Secondary School Principals, 1904 Association Dr., Res-

ton, VA 22091 (34.00 subscription; \$1.25 each). Journal Cit—Curriculum Report; v17 n3 Jan 1988 Pub Type— Reports - Descriptive (141) — Colected Works - Serials (022) EDBS Price - MF01 Plus Pestage. PC Not Available from EDRS.
Descriptors—Case Studies, *Conservation (Environment), Conservation Education, Elementary School Science, Elementary Secondary Education, *Invironmental Education, Global Approach, *Interdisciplinary Approach, Outdoor Education, *Problem Solving, Science Education, *Secondary School Science, *Social Studies Identifiers—*Environmental Education Programs Environmental education is generally thought to be an approach to teaching and learning that will help students develop the knowledge, skills, and values basic to environmental problem solving. This report addresses the need for environmental education and attempts to clarify definitions of some of the efforts such as outdoor education and conservation that have served as forerunners of environmental education of the world's first intergovernmental conference on environmental education which was held in Thilisi, Russia, in 1977. Five basic objectives for environmental education are discussed, along with the need to infuse environmental education into the K-12 curriculum. Included is a set of seven short case studies of exemplary environmental education into the K-12 curriculum. Included is a set of seven short case studies of exemplary environmental education in the subject. (TW)

ED 291 549 SE 048 874 The Disappearing Forests. UNEP Environment
Brief No. 3.
United Nations Environment Programme, Nairobi

United Nation (Kenya).
Pub Date—[88]
Note—9p.; Color charts may not reproduce well.
Note—9p.; Color—UNEP, P.O. Box 30552, Nairobi,

Available from—UNEP, P.O. Box 30552, Nairobi, Kenya.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— **Conservation (Environment). **Depleted Resources. **Ecological Factors, **Environmental Education, **Forestry, Genetics, Global Approach, International Cooperation, **International Corganizations, Natural Resources, Science and Society, World Problems lidentifiers—Environmental Problems, **Tropical Rain Forests
Tropical forests cover 20 percent of the Earth's land surface, but they are rapidly disappearing, with some estimating the loss of 7.5 million hectares a year. This bulletin provides a set of key facts relating to this problem. It details: (1) factors involving the rate at which the forests are disappearing; (2) some of the effects of these losses (including problems of subsistance, industrial products, ecological stabilization, and genetic diversity); and (3) some things that can be done to curb the rapid loss of these forests. The document addresses what the United Nations Environment Programme (UNEP) is doing to deal with this issue on a global scale. It provides a future scenario for the protection of tropical rain forests, along with a listing of resources that can provide more detailed accounts of the issues addressed in this publication. (TW)

ED 291 550

SE 048 875

SE 048 875 ED 291 550

ED 291 550
Pine: Maya
The New Human Genetics. How Gene Splicing
Helps Researchers Fight Inherited Disease.
National Inst. of General Medical Sciences (NIH),
Bethesda, Md.
Report No.—NIH-84-662
Pub Date—Sep 84
Contract—263-MD-332131-2
Note—68p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PC03 Plus Postage.
Descriptors—Cancer, *Disease Control, Diseases,
*DNA, *Embryology, *Genetic Engineering.
*Genetics, Medicine, Reproduction (Biology),
Science and Society, Scientific and Technical Information, Sickle Cell Anemis, *Technological
Advancement

formation, Sickle Cell Anemia, "Technological Advancement
The science of genetics is perceived to offer hope that a large number of the 3,000 inherited diseases which afflict human beings may be prevented or controlled. This document addresses some of the advances that have been made in this field. It includes an introduction and sections on: "The Beginning of Human Genetics"; "Unlocking the Secrets

of DNA"; "The Development of Recombinant DNA Techniques"; "A New Understanding of Sickle-Cell Disease and Other Blood Disorders"; "How to Use DNA Fragments to Detect a Disease"; "How DNA Probes Find Their Match"; "Stalking the Most Elusive Genes"; "The Rapid Growth of Gene Mapping"; "Zeroing In on Cancer Genes"; "A Bank of Living Human Cells"; "Genbank: A National Database of Nucleic Acid Squences"; and "The Promise of Genetic Therapy." A glossary of terms is also included. (TW)

ED 291 551

Brody, Michael And Others
An Assessment of Stadent Knowledge in Fourth,
Eighth and Eleventh Grades of Science and
Natural Resource Concepts Related to Acidic
Deposition.
Pub Date—88
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. SE 048 876

shle frem EDRS.
Descriptors—Air Pollution, "Concept Formation, Controversial Issues (Course Content), Ecology, Economic Factors, "Elementary School Science, Elementary Secondary Education, "Environmental Education, Geology, Orade 4, Grade 8, Grade 11, Meteorology, "Misconceptions, Natural Resources, Science and Society, Science Education, "Secondary School Science, Social Studies, "Water Pollution
Identifiers—Acid Rain, "Environmental Education

sources, Science and Society, Science Education,
*Secondary School Science, Social Studies, *Water Pollution
Identifiers—Acid Rain, *Environmental Education
Research, Maine
This study assessed the level of scientific and natural resource knowledge that 4th, 8th, and 11th
grade students in Maine possessed concerning
acidic deposition. A representative sample of public
school students (n=175) was interviewed on 12
concept principles considered critical to a full understanding of the acidic deposition problem. These
included geological, meteorological, ecological, political, and economic concepts. Student knowledge
was rated for each concept principle on a scale of
complete, high partial, low partial, or no understudent knowledge was reported as well as generalized missing concepts. The results suggest some implications for teaching about acidic deposition and
the design of environmental education curriculum
materials based upon student knowledge. Ways that
can help teachers better teach students about current environmental problems and thus help learners
gain an appreciation for the complex and multidisciplinary nature of science and the environment are
discussed. (Author/TW)

ED 291 552

SE 048 877 ED 291 552

Licht. Norman
The Electronic Geoboard: A Method to Assess
Science Ability. Revised.
Pub Date—34
Note—14p.; This paper is a revision of one presented at the Conference on Thinking (Cambridge, MA, 1984).
Pub Type—Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Uses in Education, *Concept Formation, Counseware, Elementary Education, *Glementary School Science, Geometric Concepts, *Geometric Constructions, *Piagetian Theory, *Problem Solving, Science Education, Scientific Methodology
Identifiers—*Science Education Research
The purpose of this study was to determine whether an electronic geoboard, a computer-soft-ware program, could be used to assess youngsters' ability to discover facts and relationships in an unlabled and ambignous situation. Subjects—108 children, ages 6 to 12-were enrolled in grades 1 to 6 in Norwood, New York. The electronic geoboard served as the stimulus material and was used to track the subjects' search behavior. Subjects had to discover a rule that generated a geometric figure onto the points of an array. During the process they left trails of their actions. These were recorded by the computer. The results tended to confirm Pisget's conclusion that science ability is demonstrated by developmentally advanced children. However, the youngsters who solved the rule, and generated a geometric figure, left no discernable pattern in their actions and in the trail that they left. (Author/TW)

SE 048 878 ED 291 553

Andrews, Shella Briskin Kirschenbaum, Audrey
Living in Space, Book 1. Levels A, B, C for Grades
1, 2, 3. Operation Liftoff: Elementary School
Space Program. A Resource Guide with Activities for Elementary School Teachers.
Science Weekly, Inc., Washington, DC.
Spons Agency—National Aeronautics and Space
Administration, Washington, D.C.
Report No.—EP-222
Pub Date—87
Note—57p.; Photographs and drawings may not reproduce well.

Pub Date—st.
Note—57p.; Photographs and drawings may not reproduce well.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402. Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Clothing, Communications, Elementary Education, "Belementary School Science, Food, Health, Primary Education, "Science Advertise, "Science and Society, Science Education, "Science Instruction, "Space Exploration, "Space

Sciences

This guide contains teacher background information and activities for students that relate to space travel and is designed to encourage elementary school students to take a greater interest in mathematics and science. The activities in this guide are to be used with grades I to 3 and cover the topics of food, clothing, health, housing, communication, and working in space. Each section includes background information, a teacher printout listing objectives, vocabulary, motivation, and activity descriptions; and extensive student worksheets. Its of National Aeronautics and Space Administration Resource Centers concludes the guide. (TW)

ED 291 554

Andrews, Sheila Briskin Kirschenhaum, Audrey
Living in Space, Book II, Levels D, E, F for Grades
4, 5, 6. Operation Liftoff: Elementary School
Space Program. A Resource Guide with Activities for Elementary School Teachers.
Science Weekly, Inc., Washington, DC.
Spons Agency—National Aeronautics and Space
Administration, Washington, D.C.
Report No.—EP-223
Pub Date—87

Report No.—EP-223
Pub Date—87
Note—57p.; Photographs and drawings may not re-

produce well.

vasiable from—Superintendent of Documents,

U.S. Government Printing Office, Washington, DC 20402.

DC 20402.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Clothing, Communications, Elementary Education, "Elementary School Science, Food, Health, Intermediate Grades, "Science Advivities, "Science and Society, Science Education, "Science Instruction, "Space Exploration, "Space

Sciences

This guide contains teacher background information and activities for students which deal with
space travel and is designed to encourage elementary school students to take a greater interest in
mathematics and science. The activities in this
guide are to be used with grades 4 to 6 and cover the
topics of food, clothing, health, housing, communication, and working in space. Each section includes
background information; a teacher printout listing
objectives, vocabulary, motivation, and activity deacriptions; and extensive student worksheets. All
of National Aeronautics and Space Administration
Resource Centers concludes the guide. (TW)

ED 291 555
Pilot Teacher-Development Program in Mathematics 1986-1987. Evaluation Report.
Institute for Independent Education, Inc., Washing-

ton, DC.

ton, DC.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ISBN-0-941001-05-9

Pub Date—Jun 87

Grant—TEI-8550265

Note—54p.; Drawings may not reproduce well.

Pub Type—Reports - Evaluative (142)

EDRS Price - MFDL/PC03 Plus Postage.

Descriptors—"Blacks, Elementary Education, "Elementary School Mathematics, "Inservice Teacher Education, Mathematics. Curriculum, Mathematics Education, "Mathematics Insuration, Mathematics Insuration, Mathematics Insuration, Mathematics Insuration, Methods Courses, Middle Schools, Minority Group Children, "Neighborhood Schools, "Sum-

mer Programs, Teacher Education, Workshops In the summer of 1986 the Institute for Independent Education brought to Washington, D.C., 27 teachers who teach mathematics to children emredent neighborhood schools that serve mainly African-American children in inner-city neighborhoods. The program included a training course in mathematics instruction along with a component of follow-up activities. The course came to be known as "MATH Alive!" This evaluation report discusses the structure of the program, its objectives, the evaluation design, and the results that were achieved, as well as some other variables which helped to shape the program. It also includes recommendations for the future design of similar courses of instruction. (TW)

ED 291 556 SE 048 881 Moscow '87, Unesco-UNEP International Con-gress on Environmental Education and Training (USSIR, August 17-21, 1987). United Nations Environment Programme, Nairobi (Kenya). Pub Date—3 Sep 87

Pub Date—3 Sep 8/
Note—9p.
Available from—Unesco, 7 place de Pontenoy,
75700 Paris, France (free).
Journal Cit—Connect; v12 n3 Sep 1987
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Conservation (Environment), Depleted Resources, Ecological Factors, Economic Factors, Elementary Secondary Education, *Environmental Education, *Global Approach, Higher Education, *International Cooperation, *

Education, World Problems Identifiers—"UNESCO.

This document summarizes the proceedings of an international conference on environmental education which was organized jointly by Unesco and the United Nations Environment Programme (UNEP). The conference attracted 300 participants and observers from 80 countries, including experts and representatives of 15 international and national nongovernmental organizations. The document highlights the plenary sessions, working commissions, and five symposis, which dealt with such topics at: (1) environmental education in general university education; (3) specialized environmental education; (4) international understanding of environmental problems; (5) sustainable development; (6) communication processes; (7) the role of bioaphere reserves and other protected areas; and (8) national experiences and the contribution of nongovernmental organizations in the development of environmental education; (TW)

Sinchel, Dina Story, Ruth
The Effect of Teaching on the Understanding of the
Concepts "Solid" and "Liquid" by Kindergarten
Children. SE 048 882 Pub Date—Mar 86 Note—27s

Pub Date—Mar 86

Note—27p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Cognitive Structures, *Concept Formation, Elementary Education, *Elementary Education, *Elementary Education, *Science, Foreign Countries, *Kindergarten, *Physical Sciences, Process Education, *Science Activities, Science Education, Science Instruction, *Scientific Con-

Education, Science Instruction, cepts
cepts
Identifiers—"Israel, Liquids, Solids
This document reports on a study of 48 kindergarten children in Israel regarding their concepts of
"solid" and "liquid." Children were asked to classity a set of 30 materials into two groups (a group
of 9 liquids and a group of 21 solids): About 65%
could classify liquids correctly, 50% related non-rigid materials to the group of solids, and only about 20%
classified powders in the group of solids. The majority did not use a consistant and systematic set of
criteria to classify all the materials. In addition, they
tended to change their criteria during the course of
classification. They used such criteria as color,
weight, function, usage, and spatial relatedness.
(TW)

ED 291 558 SE 048 883 Merode, Ronald
Metacognition in Math and Science Education.
Pub Date—Jan 87

Metacognition in Math and Science Education.
Pub Date—Jan 87
Note—Jan 97
Note—Jan Pormation Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Processes, Elementary
School Mathematics, Elementary School Science,
Elementary Secondary Education, *Learning
Strategies, Mathematics Education, *Mathematics Instruction, Memory, *Metacognition, *Problem Solving, Science Education, *Science Instruction, Secondary School Mathematics, Secondary School Science
In the past 15 years, educators and education researchers have increasingly emphasized the importance of cognitive processes for effective education in mathematics and science. This may be characterized as a shift away from the epistemology which reats knowledge as a compilation and categorization of facts toward the notion that knowledge is the conscious construction of meaning. This document reviews the literature dealing with metacognition in mathematics and science education. It focuses on three major identified variables: (1) "person variables," which are performance-relevant characteristics of the information processor; (2) "task variables," which are performance-relevant characteristics of the memory task or problem; and (3) "strategy variables," which are potential solution procedures. Each of these variables is explored and examples of problems are provided. (TW)

ED 291 559

SE 048 884
Carrothers, Gerald A. P. And Others
FESKIT: Essays into Environmental Studies. Being Interpretations and Amplifications of the FES Carriculum Model.
York Univ., North York (Ontario). Faculty of Environmental Studies.

Pub Date—87
Note—145p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Science, *Curriculum Development, *Ecology, *Environmental Education, Baperiential Learning, Foreign Countries, Higher Education, Science and Society, *Science Curriculum, Science Education, *Science Instruction.

rugner Boucasson, Science and Society, "Science Curriculum, Science Education, "Science Instruction
Identifiers—"York University ON
This document describes the curriculum model developed by the Faculty of Environmental Studies (FES). The FES Model is based on connected concepts of "environmental" and "study." In this approach "environmental" not only is the focus of what is to be studied but also describes the experiential way in which the study is pursued. The document focuses on individual pedagogical "Plans of Study" which are intended to relate to the overall FES Curriculum Model, lendued are a collection of essays which deal with such topics as: (1) a guide for the first plan of study; (2) a pictorial primer of the FES Model; (3) a notational representation of the FES Curriculum Model; (4) the interpretation of substantive concerns; (5) implications of the FES program's "quadrants"; and (6) the use of the logistical framework. Also included is a selected bibliography on approaches to environmental studies.

ED 291 560 SE 048 892 Johnson, Brenda K. Vitale, Patrick A Factor Analytic Study of Attitudes of Gifted Secondary Students toward Science. Pub Date—88 Note—18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Portions contain light/broken

April 10-13, 1983. Portions contain light/broken type.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Academically Gifted, "Attitude Measures, Exceptional Child Research, Middle Schools, Research, Science Education, Secondary Education, "Secondary School Science, Student Attitudes, "Surveys Identifiers— "Science Education Research

A 32-item survey was developed from the 1983 International Science Study and was administered to 299 gifted South Dakota sixth-tenth graders to measure their perceptions of science. A factor anal-

yais of the data yielded four factors, accounting for 51% of the variance. The factors were: (1) Science as a Personal and National Priority; (2) Science as It Is Taught in the Public Secondary School; (3) It is Taught in the Public Secondary School; (3) Challenge of Science and School; and (4) School is Unfulfilling. Results indicate that these students perceive science as a national priority. Science makes the world a better place to live, improves our standard of living and the development of our coustry, and helps in solving everyday problems. These gifted students enjoy science as it is taught and enjoy their active participation role in learning. Science is a complex, yet challenging subject. School, in general, is not challenging. These students affirm that liking science and achieving in science are related. (Author)

SE 048 893 ED 291 561

ED 291 561

Martin, Brian And Others

Authentic Science-Just Another Buzzword?

Pub Date—88

Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

(120)

(120)
Price - MP01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
"Egistemology, "Experiential Learning, "Science and Society, "Science Curriculum, Science Education, "Science Education History, Science History, Science Instruction, "Scientific tory, Scient Methodology

tory, Science Instruction, "Scientific Methodology
This paper considers the term "authentic science" and its meaning with respect to science education. In particular, three relevant denotations of authenticity are applied to nine facets of science. These facets include methodological and epistemological aspects of science, personal, private, public, historical, societal and technological dimensions of science as well as the aim of science. For each of the above facets of science, application of the term "sub-tentic" proves to be problematic and seriously weakens the use of the term in science education. Coupled with this is the problem of defining what is authentic for the student, the teacher, the curriculum developer or whoever is to acquire an espoused view of authentic science. This suggests that authentic science may, in fact become nothing more than a buzzword in science education which, in the long run could delay and confuse the steps needed to address the concerns expressed by many science educators. (Author/CW)

ED 291 562

Medical Research: National Research Service
Awards for Research in Primary Medical Care.
Report to the Chairman, Subcommittee on
Health and the Environment, Committee on
Emergy and Commerce, House of Representa-SE 048 894 tives.

General Accounting Office, Washington, D.C. Report No.—GAO/HRD-87-20 Pub Date—87

Report No.—GAO/IRD-87-20
Pub Date—87
Note—34p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (first 5
copies free, additional copies \$2.00 each).
Pub Type—Legal/Legislative/Regulatory Materials (990)
EDRS Price - MP01/PC02 Plus Pustage.
Descriptors—"Awards, Federal Aid, "Government
Publications, Grants, Incentives, Medical Education, "Medical Research, "Primary Health Care.
Public Administration, Research, "Science and
Society, Science Education, Scientific Research
Identifiers—"General Accounting Office, "National Institutes of Health
This report was written in response to quesions
from the Subcommittee on Health and the Environment concerning the implementation by the National Institutes of Health (NIH) of National
Research Service Awards (NRSAs) in each of the
fiscal years 1986, 1987, and 1988 made available for
research in primary medical care. Discussions in
this report include the definition of primary health
care, justification of the 16 grants that NIH identified to the subcommittee, new solicitation required
for grants, NRSAs for work in family medicine, the
NIH determination of whether persons receiving
NRSAs were likely to pursue career relevant to
primary medical research and legislative and administrative steps to be taken to assure compliance with
the Public Health Service Act. The report lists and

escribes 16 NRSA recipients. Also included are summents from the Department of Health and Hu-lan Services. (CW)

SE 048 895 ED 291 563

ED 291 363 SE U48 895
Watt, Shirley, Ed. And Others
Science Fairs and Projects K-8. A Collection of
Articles Reprinted from "Science and Children,"
"Science Scope," and "The Science Teacher."
National Science Teachers Association, Washing-

ton, D.C. t No.—ISBN-0-87355-071-4

Pub Date—88

Pub Date—88
Note—75p.; For the collection for grades 7-12, see
SE 048 896. Some drawings and photographs may
not reproduce well.
Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washing-

cianos, 1/42 Connecticut Ave., N.W., washing-ton, DC 20009 (\$7.00).

Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. able from EDRS.

Bescriptors—"Elementary School Science, Elementary Secondary Education, Exhibits, "Extracurricular Activities, "Science Activities, Science
Education, Science Experiments, "Science Fairs,
Science Instruction, "Science Projects, "Scientific
Methodology, Secondary School Science
dentifiers—"National Science Teachers Associa-

tion
The National Science Teachers Association
(NSTA) has assembled this collection of reprints to
assist teachers in organizing a science fair, working
with students and establishing equitable judging
procedures. The NSTA position statement on science fairs is included. The 24 reprints in this volume
are geared toward elementary and middle school
students and are organized into 5 sections following
an introduction and general overview. Sections include: "Planning Ahead"; "The What, Why and
How of Projects," "A Fair Evaluation"; "The Parents' Role"; and "Beyond the Science Pair." Appendices include a project application, an information
sheet, a project schedule, a scientific method record
sheet, a note for parents, a list of judging criteria and
a judging form. (CW)

SE 048 896

ED 291 364

Matt. Skirley, Ed. And Others

Science Fairs and Projects 7-12. A Collection of
Articles Reprinted from "Science and Califera,"

"Science Scope," and "The Science Teacher."

National Science Teachers Association, Washing-

ton, D.C.

ton, D.C.
Report No.—ISBN-0-87355-072-2
Pab Date—88
Note—71p.; For the collection for grades K-8, see
SE 048 895. Some drawings and photographs may
not reproduce well.
Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$7.00).
Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Elementary Education, Exhibits,

*Extracurricular Activities, *Science Activities,
Science Education, Science Experiments, *Science Projects,

Scientific Methodology, *Secondary School Sci-

fiers-*National Science Teachers Associa-

tion

The National Science Teachers Association

The National Science Teachers Association

(NSTA) has assembled this collection of reprints to

assist teachers in organizing a science fair, working

with students and establishing equitable judging

procedures. The NSTA position statement on science fairs is included. The 19 reprints in this volume

are geared toward secondary school students and

are organized into 4 sections following an introduc
tion and general overview. Sections include: "Plan
ning Ahead"; "The What, Why and How of

Projects"; "A Pair Evaluation"; and "Beyond the

Science Fair." Appendices include a project appli
cation, an information sheet, a project schedule, a

calentific method record sheet, a note for parents, a

list of judging criteria and a judging form. (CW)

ED 291 565 SE 048 897

Lord, Douglas R.
Spacelah: An International Success Story.
National Aeronautics and Space Administration,
Washington, DC. Scientific and Technical Infor-

mation Branch. Report No.—NASA-SP-487 Pub Date—86

te-578p.; Some drawings and photographs may

not reproduce well. vailable from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

DC 20402.
Pub Type— Historical Materials (060) — Reports—
Descriptive (141) — Books (010)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—*College Science, Higher Education,
History Instruction, History Textbooks, *Internaristory instruction, Fissiory Textbooks, "Interna-tional Cooperation, International Programs, In-ternational Relations, Science and Society, Science Education, Science Equipment, Science Experiments, "Science History, "Secondary School Science, "Space Exploration, "Space Sci-

ences
Identifiers—European Space Agency, National
Aeronautics and Space Administration, *Space-

Aeronautics and Space Administration, "Space-lab
The Spacelab program was a unique endeavor. For the first time in the history of the United States space effort, the design and development of a major element of a manned space vehicle was entrusted to a foreign agency and to a group of countries which had never before built such a system. This book tells of this cooperative effort between the National Aeronautics and Space Administration (NASA) and the Buropean Space Agency (ESA) from the programs inception until the delivery of hardware to the United States. This chronological history of the Spacelab project includes chapters on "Building an International Agreement, 1969-1973"; "Brith of a Concept, 1960-1973"; "Getting Under Way, 1973-1974"; "Solidifying the Requirements, 1973-1974"; "Solidifying the Requirements, 1977"; "Reviews, Reviews, 1973-1978"; "At Last-Hardware!, 1976-1979"; "Off the Mainstream, 1974-1984"; "Integration and Acceptance, 1978-1982"; Readiness for Flight, 1979-1983"; "At Long Last-Spacelab Flies!, 1983-1985"; and "Lessons Learned." Appendices include "Memorandum of Understanding"; "Joint Programme Plan"; "Program Requirements"; Key Program Participants"; and an extensive source list. This book, and the original documents it represents, constitutes basic historical source material for the study of the U.S. manned spaceflight program and for Spacelab in particular. (CW)

SE 048 898 ED 291 566

Note 49p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistants (TA)

Establishing a National Clearinghouse of Materials Developed for Teaching Assistants (TA) Training.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biological Sciences, "College Science, Higher Education, Laboratory Equipment," Laboratory Procedures, "Laboratory Safety, Science Activities, Science Education, "Science Instruction, Teaching Assistants, "Teaching Methods Identifiers—"Teaching Assistant Training Project, University of Washington
This manual was written as an aid to teaching assistants (TAs) who conduct the laboratory portions of life science courses at the University of Washington. In general, this manual does not present specific factual material. Rather, it offers suggestions on how to handle various teaching situations and provides a framework to use in many different life science lab applications. Included in the contents are: "What Is a Laboratory TA?"; "What Can You Teach in the Lab?"; "Interacting with Your Students", "Interacting with Your Creating the Laboratory with the Lectures", "Preparing for a Lab"; "Running a Lab", "Evaluating Your Effectiveness as a T.A."; "Kunning Student Performance in the Lab?", "Evaluating Your Effectiveness as a T.A."; "Setaputing Your Committee of Equipments", "Designing Your Own Laboratory Exercise"; and "Teaching Resources." The "Ten Essentials of Being a Successful T.A." are listed in the concluding section. (CW)

ED 291 567 Smith, Lyle R. SE 048 899

The Effect of Complexity of Lesson Prese on Student Achievement in Mathematics. Pub Date—87

on Student Achievement in Mathematics.

Pub Date—87

Note—179.

Pub Type—Reports - Research (143)

EDRS Price - MF91/PC91 Plus Postage.

Descriptors—Comprehension, Content Analysis,

*Difficulty Level, Educational Research, *Geometric Concepts, Geometry, Mathematics Education,

*Mathematics Instruction, *Problem Solving, Secondary Education, Secondary School Mathematics, *Teaching Methods Identifiers—*Mathematics Education, escondary School Mathematics Education Research

High school students (N=213) of various ability levels enrolled in first-year algebra classes were presented lessons concerning geometry concepts. The lessons were varied according to the degree of complexity of the examples that were presented. Students then were tested over their understanding of the concepts. The test questions ranged from straightforward application of the lesson material to multi-step problems with high computational complexity, significant main effects were found due to level of test question complexity, level of lesson complexity, and student ability level. Significant interactions also were identified. These results are discussed in terms of planning and presenting lessons in mathematics. (Author/PK)

ED 291 568

SE 048 900

ED 291 568 SE 048 90 Clement, John Some Types of Knowledge Used in Understanding

Some Types of Knowledge Used in Understanding Physics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 78

Grant—NSF-SED-77-19226; NSF-SER-76-14872

Note—11p.; Paper presented at the International Seminar on Physics Education (Caracas, Venezueta, September, 1983).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Cognitive Development, *Cognitive Processes, *Cognitive Structures, *College Science, Higher Education, *Science Instruction, Secondary Education, *Secondary School Science

This paper posits a cognitive model for underthis

tion, Secondary Education, "Secondary School Science
This paper posits a cognitive model for understanding and learning physics that is an alternative to the formal deductive system. Recent findings of Fuller, Karplus, Lawson, and others are cited in arguing against using a formal deductive approach to teaching physics. The model demonstrates types of action-oriented knowledge structures as they actually exist and operate in a person, including practical knowledge, qualitative physical models, concrete mathematical models and written symbol manipulation. A major aspect of the theory is that the ability to link together structures from these different domains is crucial to understanding a topic in physics. Each of these structures is defined and examples of student learning are given to support the theory. It is stated that some links are simple associations learned by rote while others are formed when one domain assimilates and interprets a structure from another domain. Finally, the paper provides a list of five pedagogical implications derived from this theory that provide a framework for discussing some interesting pedagogical problems. (CW)

SE 048 901

ED 291 569

Bednarz, Nadine Janvier, Bernadette
Reconstruction of a Transformation: A Problem in
Mathematics.
Pub Date—23 Apr 87

Note 1 10 - Researched at the Bienniel Mace

run Date—23 Apr 87
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Compitive Processes *Computation*

Solving Identifiers—*Mathematics Education Research In mathematics, situations calling for reconstruction of a transformation are frequent. In such situations, children aged 6 to 7 concentrate on the states, combining them in different ways. The present re-

search aims to illustrate that difficulties and strate-gies observed with children 6-7 years old are not specific to this age level, but are also encountered by children up to age 12 and probably older. Numerous situations of reconstruction, ranging from easy to more complex, were prepared relying on criteria defined in a reference framework elaborated in the light of past research on problem solving. These litems were presented to primary school children at all levels. Results reveal that the same errors resp-pear constantly, bringing to light important obsta-cles that interfere with the construction of a very fundamental concept in mathematics and sciences, that of transformation. (Author/PK)

SE 048 902 ED 291 570

Goldenkersk, Burbara, Ed. Seedbed, Numbers 27-28, May 1987. Southern Illinois Univ., Edwardsville. Div. of Edu-

Pub Date—May 87 Note—223p.; For numbers 1-26, 1979-1986, see ED 278 534.

ED 278 534.

Available from—Editor, Teachers' Center Project, Southern Illinois University at Edwardsville, Room 1120, Building II, Edwardsville, IL 62026-1122 (25.20 per issue).

Journal Cit.—Seedbed; 27.7.28 May 1987

Pub Type—Guides - Classroom - Teacher (052) —
Collected Works - Serials (022)

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—Cognitive Processes. Concent Exercises

EDRS Price - MF01 Plus Postags. PC Not Available from EDRS.
Descriptors—Cognitive Processes, Concept Formation, Educational Games, Elementary Education, Elementary School Mathematics, Geometric Concepts, International Educational Exchange, "Learning Activities, Manipulative Materials, "Mathematical Enrichment, Mathematics Education, "Mathematics Instruction, Number Concepts, Problem Solving, "Teacher Developed Materials, "Foblem Solving, "Teacher Developed Materials, "Eaching Methods This document consists of two issues of the journal "Seedbed," an outcome of the Teachers' Center Project at Southern Illinois University at Edwardsville. Designed to be neither scholarly nor trivial, each issue is a collection of teachers' ideas that they thought worth sharing with other teachers as "seedlings" to be developed, helping teachers to construct a point of view toward the intellectual growth of children or promoting children's thoughtful probing of mathematical ideas. Issue Number 27 contains 31 articles, including some which share ideas and reactions to a week spent by teachers in Yorkshire, England, schools. Number 28 contains 38 articles with an array of activities plus comments on children's educational growth and well being. (PK)

ED 291 571

ELD 291 571

Communications and Computers in the 21st Century. Hearing before the Technology Policy Task Force of the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Science, Space and Technology.
Report No.—House-Comm-Pub-24
Pub Date—25 Jun 87
Note—83p.
Available from—Superintendent of Documents, Congressional Sales Office. 112

vailable from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402. ub Type—Legal/Legislative/Regulatory Materi-

Pub Type-als (090)

Pub Type—Legal/Legalative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Pestage.
Descriptors—College Science, "Computers, Engineering Education, "Government Role, "Government School Relationship, Higher Education, "Manufacturing Industry, "Professional Associations, Research and Development, Research Universities, Science and Society, "Technology Identifiers—"Congress 100th
Based upon the premise that manufacturing, communications, and computers are the key to productivity, this hearing before the Technology Policy Task Force was held to examine how the federal government interacts with universities, engineering research centers, professional associations, and private businesses in these areas. This document contains the testimony of four individuals involved in these fields. They were: (1) Dr. Richard Nelson, Professor of International Political Economics, Columbia University; (2) Dr. Lewis Branscomb, John F. Kennedy School of Government, Harvard University; (3) Larry Summey, president, Semiconductor Research Committee; and (4) Lawrence C. Seifert, Vice President, Engineering, Manufactur-

ing, and Production Planning, AT&T. (TW)

ED 291 572 Mehl, Merlin C. Lochhead, Jack Feaching Thinking in Subject-Specific Contexts to Disadvantaged South African Communities. Pub Date—Jun 87

Pub Date—Jan 87
Note—17p.; Paper presented at the International
Conference on Thinking (3rd, Honolulu, HI).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *College Science, *Poreign Countries, Higher Education,
*Physics, Process Education, *Science Curriculum, Science Education, *Science Instruction,
Secondary Education, Secondary School Science
Identifiers—Science Education Research, *South
Africa.

Identifiers—Science Education Research, *South Africa
This document characterizes South African education as resulting in large numbers of students who are poorly equipped to meet academic requirements of first-year university courses, especially in science related disciplines. It reports on a study designed to investigate the learning problems of disadvantaged South Africans in an attempt to identify approaches that can be developed to help alleviate them. The study focused primarily upon the difficulties experienced by such students in dealing with kinematics sections of a first-year physics course. A person-to-person interview technique was used as the students worked through some typical kinematics problems. The analysis of the interviews yielded a list of deficient cognitive functions and nine instruments were developed to compensate for these deficiencies; the strategy required for the use of a specific concept was developed as the concept was taught. This new approach was first used in the Physics 1B class of the University of the Western Cape (Capetown, South Africa), the class being divided into Test and Control groups. Results for the use of the concepts showed a 30% difference in favor of the test group and also showed a high level of enthusiasm for the experiment on the part of the test group students. The study concluded that there seem to be three approaches to teaching thinking (1) teaching thinking free of specific content; (2) integrating thinking skills into content material by providing thinking strategies to give more meaning-ful access to the content of a discipline; and (3) integrating timixing skills into content material by providing thinking strategies to give more meaning-ful access to the content of a discipline; and (3) determining the requisite though processes for un-derstanding and using concepts and laws, and then making these explicit in the development of the reevant curriculum materials. This paper indicates what may be attempted in the third area. (TW)

Krauser, Barbara Z. Ballif, Bonnie L.
Casual Attributions of Adolescent Females in a
Masculine Domain.
Pub Date—88 ED 291 573

Pub Date—88
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Females,
"Mathematics Achievement, Mathematics Anxiety, Mathematics Education, Secondary Education, "Secondary School Mathematics, "Self
Concept, Self Concept Measures, "Sex Differences, Sex Role, "Sex Stereotypes, "Student Attitudes.

ences, Sex Rote, "Sex Stereotypes, "Student Attitudes
Identifiers—"Mathematics Education Research
Achievement attributions of adolescent females in
the masculine domain of mathematics were investigated in relation to self-schemas for gender, expectancy of success, and mathematics achievement.
The most important findings revealed by multiple
regression analysis were that mathematics achievement and the self-schema for masculinity predicted
expectancy of success. Expectancy of success, the
self-schema for masculinity, and mathematics
achievement predicted the attribution of success to
ability. Expectancy of success predicted the attribution
of failure to lack of ability, and expectancy of
success and the self-schema for androgyny predicted the attribution of failure to task difficulty.
Results are discussed in terms of both Deaux's
model of attribution behavior and the importance of
the schematic structure of the individual in relation
to expectancy of success and attribution. (Author)

ED 291 574 SE 048 906 Linton, M. J. And Others
A Classification Metric for Computer Procedures
in a Structured Educational Environment.
Pub Date—87

Note-14p.; Figures 1 and 3 contain marginally leg-

Note—14p.; Figures 1 and second (143) — Speeches/ible print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Uses in Education, Elementary Education,

*Elementary School Mathematics, *Geometric
Concepts, Mathematics Curriculum, Mathematica Education, *Mathematics Instruction, Piagetian Theory, *Problem Solving, *Programing,
Languages

ics Education, "Mathematics Instruction, Piagetian Theory, "Problem Solving, "Programing, Programing Languages Identifiers—LOGO Programing Languages Identifiers—LOGO Programing Language, "Mathematics Education Research
Use of a computer programming language in problem-solving activities provides an opportunity to examine how young children use a restricted set of language primitives. The generation, and execution of computer instructions was used as a verification stage in the problem-solution process. The metric is intended to provide a descriptive classification, and thus allow simple comparisons of productions. Procedures are assigned a cumulative score for: (1) lines of code in the procedure; (2) unique Logo operators; (3) arithmetic operators; and (4) correct procedure definition. When appropriate, points are subtracted for failure to use either primitive operators that reduce procedure length. The data were collected during twenty 1.5-hour weekly sessions. Twelve children (age 7 years 8 months) participated as volunteers. The children were selected unsystematically from a larger group who had participated in a "writing workshop" program, where each child had at least aix hours of use of a word processor. Scores were derived for all procedures generated in the workshop. The relation between these scores and other measures of performance, specifically, with a Piagetian measure of horizontal/vertical coordination are discussed. In addition, documentation of methodology and the support materials are presented. (Author/PK)

SE 048 907 ED 291 575 Surat, Alyssa And Others
Strategies for Developing Critical Thinking in
Mathematics.
Pub Date—16 Nov 87
Note—17p; Inservice Workshop presentation for
Green Valley Elementary School (November 16,

1987).

1987).
Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Childrens Literature, Computation,
"Critical Thinking, Elementary Education, "Elementary School Mathematics, Estimation (Mathematics), Geometric Concepts, "Learning

mentary School Mathematics, Estimation (Mathematics), Geometric Concepts, "Learning Activities, "Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Messurement, Number Concepts, Probability This document suggests sources from childrent iterature useful in teaching a variety of mathematical concepts. The mathematical concepts discussed are: (1) numbers and numeration; (2) place value; (3) shapes; (4) addition and subtraction; (5) multiplication and division; (6) telling time; (7) probability, estimation and prediction; (8) fractions addecimals; (9) measurement; and (10) money. Discussion of each concept includes the identification and description of a primary resource, activities, and description of a primary resource, ac extensions, and other resource books. (PK) activities,

ED 291 576 SE 048 908 Hall, Donald A. McCurdy, Donald W. A Comparison of a Biological Sciences Carriculum Study (BSCS) Laboratory and a Traditional Laboratory on Student Achievement at Two Private Liberal Arts Colleges.

Note—16p.; Paper presented at the Annual Meeting of the National Association for Research is Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

April 10-13, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive
Development, *College Science, Curriculum
Evaluation, *Curriculum Research, Higher Education, *Liberal Arts, Process Education, Science
Education, Science Instruction, Science Laboratories, *Scientific Attitudes, Scientific Research,
Teaching Methods
Identifiers—*Biological
Sciences
Study, Science Education Research

RIE JUL 1986

The purpose of this experiment was to compare an inquiry-oriented Biological Sciences Curriculum Study (BSCS) style laboratory approach with a more directive traditional approach on student outcomes in the cognitive and affective domains of learning at two private, midwestern liberal arts colleges. Intact laboratory sections of students enrolled in introductory general biology were randomly selected into two treatment groups. Pretest and postest measures were taken on three dependent variables: (1) biological content achievement; (2) reasoning ability; and (3) attitude toward biology. The experimental group using the BSCS-style laboratory approach scored significantly higher than the comparison group in levels of performance on biology content achievement. There were no significant differences between the two groups in performance levels on attitude toward biology or on reasoning ability. However, both groups experienced an increase in the number of formal thinkers as indicated by pretest-posttest gain scores on the reasoning ability. crease in the number of formal thinkers as indicated by pretest-postitest gain scores on the reasoning abil-ity test. These results lend support to the hypothesis that a BSCS-style laboratory approach fosters de-sired learner outcomes at the postsecondary level. In addition, these findings support the notion that the science laboratory may be used as a primary vehicle to promote formal reasoning skills. (Au-thor/CW)

SE 048 909 ED 291 577

Schmidt, Hans-Jurgen Mind the Red Herrings-Deliberate Distraction of Pupil's Strategies Solving Multiple Choice Ques-tions in Chemistry.

Pub Date 88

n

tions in Chemistry.

Pub Date—88

Note—14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Chemistry, Computation, Performance, Ratios (Mathematics), Research, Responses, Science Education, *Secondary School Science, Skill Analysis, *Student Behavior, *Test Construction, *Test Items, Test Theory, *Test Wiseness Identifiers—*Science Education Research

This study assumes that multiple choice test items generally provide the testee with several solutions, one of which is correct and the others of which are wrong. If pupils are unable to answer a question, one would expect that the wrong choices have equal chances of being selected. In many multiple choice tesms on stoichiometric calculation which have been studied over recent years, pupils were atbeen studied over recent years, pupils were attracted to one or two wrong answers more than to the others. It is apparent that they have reached a wrong result by using a wrong answering strategy. The aim of this study was to develop new multiple choice test items involving stoichiometry in such a way that the correct and the two false answering strategies would lead to different results, to create items that include only number ratios which allow quick mental calculations and to determine whether on the new items pupils actually adopt false answering strategies. The strategy for developing questions and answer choices is discussed in detail. Instruents were administered to pupils in grades 11 and 12. This study concludes that when developing a test for classroom or research, items should include false and correct strategy application in the same been studied over recent years, pupils were at

test for classroom or research, items should include false and correct strategy application in the same proportion. (CW) ED 291 578 SE 048 910

ED 291 578 SE 048 910 Browning, Mark
The Effects of Melosis/Genetics Integration and Instructional Sequence on College Biology Stadent Achievement in Genetics.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Apr 88
Grant—NSF-TEL-8650056
Note—44b; Paper presented at the Annual Mess.

Note—44p. Paper presented at the Annual Meet-ing of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

April 10-13, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/P02 Plus Postage.
Descriptors—"Academic Achievement, "Biology,
"College Science, "Computer Assisted Instruction, Computer Uses in Education, Engineering
Education, "Genetics, Higher Education, Instructional Effectiveness, Learning Strategies, Science

Education, Science Instruction, *Sequential Learning, Teaching Methods Sentifiers—*Science Education Research

Identiters—"Science Education Research
The purpose of the research was to manipulate
two aspects of genetics instruction in order to measure their effects on college, introductory biology
students' achievement in genetics. One instructional sequence that was used dealt first with monohybrid autosomal inheritance patterns, then
sex-linkage. The alternate sequence was the reverse.
Instruction was individually delivered via microcomputer tutorials to 41 engineering and acierting and crocomputer tutorials to 41 engineering and science majors enrolled in a Purdue University introductory majors enrolled in a Purdue University introductory biology course. Computer delivered instruction was chosen to control for teacher effects. In terms of chosen to control for teacher effects. In terms of achievement the average score of the subjects who received integrated instruction was significantly higher than that of those who received the non-inte-grated instruction. Also, the groups which received integrated presentations scored significantly higher on two novel genetics problems that required a meaningful understanding of the role of meiosis in genetic inheritance. (Author/TW)

SE 048 911

Lenman, James D.

Integrating Computers in the Biology Education of
Elementary Teaching Majors.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date—88 Grant—NSF-TEI-8650056

Grant—NSF-TEI-8650056
Note—44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type—Reports-Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MPDI/PC02 Plus Postage.
Descriptors—Academic Achievement, *Biology, *College Science, *Computer Assisted Instruction, Computer Uses in Education, Higher Education, *Preservice Teacher Education, Science Education, *Science Instruction, *Student Attitudes, Teaching Methods
Identifiers—*Science Education Research
A series of computer-based activities were inte-

A series of computer-based activities were inte-grated into the laboratory portion of a two-semester grated into the laboratory portion of a two-semester university biology course for elementary teaching majors. The purpose of the project was to address the biology instruction provided to the students while at the same time providing examples of appropriate uses of computers in instruction, applicable to elementary teaching, and involving the students in the use of computer-based science teaching materials. Groups completing supplemental computer groups on regular class measures of achievement and on measures of attitudes towards computers, biology, and the supplemental activities. There were few apparent achievement differences between the computer and non-computer groups. However, few apparent achievement differences between the computer and non-computer groups. However, there were instances where students gave more fa-vorable evaluation to the computer-based activities, and students showed significantly more positive a-titudes towards computers as a result of the project. The findings suggest that the integration of com-puter-based instruction in preservice elementary teachers' science coursework may be an effective means of incorporating computer education in presmeans of incorporating computer education in pres-ervice teacher education. (Author)

SE 048 912 ED 291 580

De Jong, Eddy J. Gunstone, Richard F A Longitudinal Classroom Study of

De Jong, Eddy J. Gunstone, Richard F. A. Longitudinal Classroom Study of Mechanics Concepts and Conceptual Change. Pub Date—Apr 88
Note—34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

April 10-13, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Cognitive Processes, Cognitive Restructuring, *Cognitive Structures, *Concept Formation, Foreign Countries, *Mechanics
(Physics), *Physics, Science Education, *Science
Instruction, Secondary Education, *Secondary
School Science, Student Artitudes, Teaching
Methods
Identifiers—*Science Education Passarch

Methods
Identifiers—*Science Education Research
The broad focus of this study was on the role
students' existing conceptions play in the process of
constructing and understanding mechanics concepts. The study was a naturalistic one, conducted

over a number of years, at all grade levels, in one all-boys secondary school in Australia. In particular it was concerned with identifying and representing students' existing conceptions, and investigating aspects of the process of conceptual change in class-room learning. A restructuring of teaching approach preceded the investigations of conceptual change. Alternative conceptions were found to be common and complex. Subsequent conceptual change was often, but not universally, achieved. At the level of individual students, this change was idiosyncratic, complex, and often unpredictable. Some change resulted in more sophisticated alternative conceptions. Students were also found to have naive views tions. Students were also found to have naive views of learning, and perceptions of the content of physics and how it should be learned which would hinder their learning. (Author/TW)

SE 048 913 ED 291 581

ED 291 581

Tracy, Dyanne M.

Toy-Playing Behavior, Sex-Role Orientation, Spatial Ability, and Science Achievement of Fifth Grade Students: Are They Related?

Pub Date—11 Apr 88

Note—35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarka, MO, April 10-13, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Elementary School Science, Grade 5, Intermediate Grades, Play, Science Education, Science Intermediate Grades, Play, Science Education, Science Instruction, *Sex Differences, *Sex Role, Sexual Identity, *Spatial Ability, *Toys Identifiers—*Science Education Research

The purpose of this correlational study was to examine the possible relationships among children's extracurricular toy-playing habits, sex-role orientations, spirade students. It was found that boys had significant differences in spatial ability were found among students with different sex-role orientations. No significant differences in science achievement. among students with different sex-role orientations. No significant differences in science achievement were found between girls or boys, or among students with the four different sex-role orientations. Students who had high spatial ability also had significantly higher science achievement scores than students with low spatial ability. Femininely-oriented boys who reported low-playing in the two-disenselonal, gross-body-movement, and proportional-arrangement toy categories scored significantly higher on the test of science achievement than girls with the same sex-role and toy-playing behavior. (Author)

Vachon. Myra K. Haney. Richard E.

A Procedure for Determining the Level of Abstraction of Science Reading Material.

Pub Date—12 Apr 88

Note—15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports—Research (143)

April 10-13, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Structures, *Elementary

Meeting Papers (130)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Structures, "Elementary School Science, Elementary Secondary Education, "Readability, "Science Curriculum, Science Education, Science Instruction, Science Materials, "Secondary School Science, "Textbook Content, Textbook Evaluation, "Textbook Research Identifiers—"Science Education Research Classroom teachers frequently express concern that textbooks and other curriculum materials are too difficult for their students. The objectives of this investigation were to develop a method for scoring the Level of Abstraction (LOA) of science reading material, and explore its relationship with certain other known methods for assessing curriculum materials (passage readability level, students' level of comprehension). Also examined were relationships between students' cloze scores and passage readability levels. The study was based upon mine passages taken from life, earth, and physical science textbooks written at three different levels. Non-significant correlations were found between: (1) passage IOA and passage readability; (2) student cloyed. inficant correlations were found between: (1) pas-sage LOA and passage readability; (2) student cloze scores and passage LOA; (3) passage LOA and teacher prediction of student success; and (4) stu-

dent cloze scores and passage readability level. However, the consistent and high, but non-signifi-cant correlations between LOA and cloze scores combined with the fact that the LOA is based upon commence with the fact that the LOA is assessed update structure rather than surface structure of written material indicate the importance of further investigation of the LOA in its relationship to student comprehension of written material. (Author/TW)

ED 291 583

Merkle, Dale G. Treagust, David F.

Student Knowledge of Health and Fitness Concepts and Its Relation to Locus of Control.

Pub Date—Apr 88

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Tyne—Resports. Research (143). Seasched.

ing of the National Association for Research in Science Teaching (6 list, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Curriculum Development, Grade 8, Grade 9, "Fleath Education, Individual Power, Junior High Schools, *Locus of Control, "Physical Health, Science Curriculum, Science Education, "Science Education, *Secondary School Science Instruction, "Secondary School Science Identifiers—"Science Education Research Most school curricula include the study of health as a separate subject or as part of science. Despite this, students often leave school without a clear understanding of many health concepts. This study investigated a group of grade eight and nine students knowledge of personal health and physical fitness concepts and its relation to locus of control. A 20 item true-false knowledge questionnaire with opportunities for students to explain their choice indicated that while students soored relatively well on the items the explanations of their responses frequently indicated erroneous reasoning based on preconceptions or misconceptions. Students' locus of control was measured using two instruments for health and fitness respectively and showed that this sample had a higher expectation of control by themselves for their fitness compared to their health. Correlation data between knowledge and locus of control scores indicated that students who possessed high knowledge scores had a tendency not to believe in chance for their personal health and physical fitness. Conversely students who possessed high knowledge scores had a tendency not to believe in chance for their personal health and physical fitness. The study comments on the success of the health ducation curriculum and offers suggestions for further research. (Author)

ED 291 584 SE 048 916

E.D 291 584

Prather, J. Presson Field, Maurice H.
Fariching Elementary Science Instruction through
Joint Training of In-Service Teachers, Principals, and Instructional Supervisors.

Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—11 Apr 38

Grant—NSF-TEI-3651464

Note—260: Paper constitute of the American Science of the

Grant—NSF-TEI-8651464
Note—26p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Educational Philosophy, Elementary Education, "Elementary School Science, "Inservice Teacher Education, Science Education, "Science Instruction, "Teacher Administrator Relationship, Teacher Behavior, "Teacher Improvement

Relationship, Teacher Behavior, "Teacher Improvement Identifiers—"Science Education Research This study contends that there is a need for improvement of science education in the United States. It argues that although once a national priority, elementary science instruction now receives little emphasis in many schools. Consequently, many elementary students are deprived of an opportunity to build a sound science background for subsequent science studies. The purpose of this research was to illuminate and justify options for in-service teacher education programs to earich the quality and quantity of science instruction in the elementary grades. The study indicated that an effective in-service program would require that both the instructional and administrative skills needed for reform the developed simultaneously within the existing structure of educational leadership. Further consideration indicated that such an objective should be readily sttain-

able through joint training of teams of elementary teachers, principals, and supervisors of instruction. This research attempted to demonstrate the practi-cal benefits of philosophical research as an efficient method of gaining insight into new program options from a synthesis of prior research. (Author/TW)

SE 048 917

Shaffer, Carolyn Fielder, Erica City Safaris, A Sierra Club Explorer's Guide to Urban Adventures for Grownups and Kids. Report No.—ISBN-0-87156-720-2 Pub Date—87

Urban Adventures for Grownups and Kids.
Report No.—13BN-0-87156-720-2
Pub Date—47
Note—199p.; Some drawings and photographs may not reproduce well.
Available from—Sierra Club Books, 730 Polk Street, San Francisco, CA 94109 (39.95).
Pub Type— Books (010) — Guides - Classroom—Teacher (052)
Pub Type— Books (010) — Guides - Classroom—Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptora—Biology, "Elementary School Science, Elementary Secondary Education, "Environmental Education, Experiential Learning, Field Trips, Interdisciplinary Approach, Middle Schools, "Outdoor Activities, "Outdoor Education, Science Education, Secondary School Science, Teaching Methods, "Urban Education, "Urban Environment
Identifiers—"Built Environments, Sierra Club Most people think of nature in the city as parks and zoos and dandelions pushing up through cracks in the sidewalk, but it is also asphalt streets, granite office buildings and mazes of underground pipes and cables. The materials of which the streets and buildings are constructed began as prehistoric jungles and ancient mountains. The systems that make a city work parallel those found among plants and animals. This book is designed to help people see the city as a whole, complete with plants, animals, people and city systems. It presents a unique way to explore cities and towns through treasure hunts, nature games, and dozens of imaginative activities—perfect for parents, teachers and group leaders. It teaches where and how to observe life science in a city. Chapters include: "Sharpening City Senses"; "Coping with Change, Creating Change"; three chapters on neighborhood adventures (Widd Places," City Streets, "City People"); "Heading Downtown"; two chapters on city systems (Hww Does a City Get Enough To Bat" and "Taking Care of Leftovers"); and "Taking Action." An appendix is included, entitled "Pisnning and Guiding Your Urban Safaris." A section on resources includes a bibliography, availability of a film entitled "Toast," and a list of outdoor e

SE 048 918 ED 291 586

ED 291 586

Lawrenz, Frances
The Relationships among Elementary School
Teachers' Attitudes and Beliefs about Science
and Their Teaching Style.
Pub Date—Apr 88
Note—10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Tyme, Reports, Research (143).—Speeches/

April 10-13, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Cognitive Ability, "Cognitive Processes, College Science, Elementary Education, "Elementary School Science,
"Formal Operations, Higher Education, "Preservice Teacher Education, "Process Education, Science Education, Science Instruction, "Scientific
Attitudes, Student Teachers, Teacher Education
Curriculum, Teaching Methods
Identifiers—"Science Education Research, Thinking Skills
Popular sentiment toward the teaching of thinkPopular sentiment toward the teaching of think-

ing Skills

Popular sentiment toward the teaching of thinking skills and, in particular, higher order skills, is on the rise. Many people are wondering about the best way for teachers to foster the growth of reasoning akills in their classrooms. This study attempts to improve the teaching of reasoning by investigating teaching behaviors or characteristics that might be related to the teachers' reasoning ability. Since there are many science teacher variables that could be related to reasoning ability, a sequential approach was adopted to investigate the problem. Researchers first investigated the degree of clarity of concrete and formal reasoning teachers exhibited in their classroom teaching, their attitudes toward science, and their beliefs about science teaching. Next, researchers replicated their initial findings and in-

vestigated other possibilities. The subjects chosen for the study were preservice elementary school teachers. The subjects were in their last quarter of methods instruction before student teaching and were divided into two groups (30 students in the first group, 31 in the second). The critical assessment for this study was formal reasoning ability. The results showed few consistent differences between teachers classified as formal reasoners and those classified as concrete. There was no relationship between reasoning ability and belief in structured science teaching or laboratory oriented acience, degree of clarity in the student teaching actting, or learning style. Some speculations about the nature of preservice teachers were advanced. (CW)

ED 291 587 SE 048 919

ED 291 587

SE (48 919

Liske, Robert L.

High School Students as Collaborators in the Development of a Science Curriculum.

Pub Date—Apr 88

Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Tyres Reports 4 Descriptive (141)

Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plas Postage.
Descriptors—Curriculum Design, "Curriculum Development, "Curriculum Design, "Curriculum Development, "Aurriculum Evaluation, "Instructional Development, Material Development, Physical Sciences, Science Curriculum, Science Education, Science, Science Curriculum, Science Education, Science, Instruction, "Secondary School Science, "Student Participation, Students, Teacher Student Relationship Identifiers—"Science Education Research In this study two high school students participated in the revision of a technology curriculum. These students were paid to work through lessons with one of the original authors to provide input for final editing and rewriting. The students were matched to the intended population for which the materials were originally written—poorly motivated students in high school. The two students had a high level of acience anxiety as evidenced by their fear of science in high achool. The two students had a high level of science anxiety as evidenced by their fear of science activities and tests. Findings indicate that students played a key role in identifying problems stemming from lack of clarity, both of directions and questions. Problems in the sequencing of materials were often noted by the students earlier than by the teacher or other authors. Additionally, students were helpful in the identification and correction of format problems, usually dealing with placement of format problems, usually dealing with placement of pictures and charts in relationship to questions and comments. Perhaps the greatest contribution of the students involved the testing of the practicality of activities and experiments. The collaborative process between teachers and students in the development and revision of science curriculum materials tended to enable the development of higher quality materials that will require less revision at a later time. A 63-item bibliography is included. (Author/CW)

ED 291 588 SE 048 920
Radford, David L.
Integrating Process Skills Instruction into the
Traditional Science Curriculum.
Pub Date—Apr 88
Note—22p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Types—Reports, Research (143)—Specches/-

April 10-13, 1988).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Discussion
(Teaching Technique), Educational Strategies,
*Lecture Method, *Methods Research, *Process
Education, *Science Course Improvement
Projects, Science Education, Secondary Education, *Secondary School Science, *Teaching
Methods

methods
Identifiers—*Science Education Research, Science
Process Skills

Process Skills
The study of science involves learning the processes of science as well as its content. The recent
revival of interest in developing thinking skills hasencouraged added emphasis on process skills instruction. A science teacher wanting to add instruction of process skills is faced with several problems:
(1) texts and lab manuals are not likely to emphasize
process skills; (2) time constraints; and (3) teaching
style conflicts. The purpose of this study was to

investigate the possibility of teaching process skills through a lecture-class discussion approach rather than a lab-activity centered approach. This approach was seen as valuable because it requires less time, fits the style of many teachers, requires fewer material resources and uses normally wasted class time. Two 10th-grade advanced first-year Biology classes at a Georgia high school were randomly selected for the study. The experiment, which involved two sections of advanced Biology from which one was to receive treatment and a second was a control group, was conducted over a 3-week period. The experimental data indicated that process skills can be successfully taught by the lecture-class discussion method. Students who were introduced to process skills by this method showed increased understanding of process skills with no loss of content achievement. This method of teaching was not seen as a replacement for process skills labs but as a way to introduce process skills instruction where it does not exist. (CW)

ED 291 589

SE 048 922

Eli 291 369

Jaji, Gail

The Uses of Calculators and Computers in Mathematics Classes in Twenty Countries: Summary Report. Second International Mathematics Study.

Illinois Univ., Urbana.

Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.

By Data—Sen 86

Pub Date—Sep 86 Contract—300-83-0212

Note-38p.; For a related document, see SE 048 923

Contract—300-83-0212
Note—38p.; For a related document, see SE 048
923.
Pab Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Calculators, "Comparative Education, "Computer Assisted Instruction, Computer Oriented Programs, Elementary School Mathematics, Elementary Secondary Education, "Foreign Countries, International Cooperation, Mathematics Curriculum, Mathematics Education, "Mathematics Education, "Secondary Education, "Secondary School Mathematics, Student Attitudes Identifiers—"Mathematics Study This document summarizes the findings of the Second International Mathematics Study relative to calculator and computer usage by students in 20 countries. Two target populations were identified. The data on these two populations were provided by three basic questionnaire: (1) a school questionnaire; (2) a teacher questionnaire; and (3) a student (1) Population B students (12th graders) use calculators and computers more than do Population A students (2th graders); (2) within Population B, Sweden and Ontario (Canada) make greater use of calculators and New Zealand make greater use of computers than other countries, while the United States, Sweden and New Zealand make greater use of computers than other countries while the United States, Sweden and New Zealand make greater use of computers than other countries while the United States, Sweden and Population B than in Population A, yet a very high percentage of schools have no policy in this regard; (4) Population B than in Population B students had more positive attitudes towards them both at home and school mainly for problems obving and doing homework; and (5) Population A students and computers than Population A students (FK)

ED 291 590

SE 048 923

Jaji, Gail
The Use of Calculators and Computers in Mathematics Classes in Twenty Countries: A Source
Document. Second International Mathematics

Stady. Urbana.
Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.
Pub Date—Sep 86
Contract—300-83-0212

Note-107p.; For a related document, see SE 048

922.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Calculators, *Comparative Educa-tion, *Computer Assisted Instruction, Computer Oriented Programs, Elementary School Mathe-matics, Elementary Secondary Education, Math-ematics Curriculum, Mathematics Education, *Mathematics Instruction, *Secondary School

Mathematics, Student Attitudes
Identifiers—"Mathematics Education Research,
Second International Mathematics Study
Presents a detailed discussion of the data collected on calculator and computer use in schools in
20 countries. The document includes discussion of:
(1) school policy on calculator use; (2) description
of populations A (8th grade students) and B (12th
grade students) in the United States; (3) uses of
calculators in subjects other than mathematics; (4)
type and frequency of teacher use of calculators;
and (5) student uses and attitudes. The data indicates there was limited use made of calculators by
Population A. More Population B students than
Population A students made use of the calculator.
Neither population made much use of the computer.
Attitudes were found only slightly more positive
than negative toward using calculators and computers. (PK)

SE 048 924

Haukoos, Gerry D. Chandayot, Pongchan A Cross-Cultural Study of Attitude toward Science and Related Influential Factors.

and Related Influential Factors.
Pub Date—Apr 88
Note—18p., Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

ing of the National Association for Research in Science Teaching (6 list, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports - Research (143) — Speeches/- Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Reservations, American Indian Studies, Cultural Traits, Science Education, *Scientific Attitudes, Secondary Education, "Secondary School Science, Student Attitudes, Secondary Education, "Secondary School Science, Student Attitudes

Identifiers—*Science Education Research
Success of Native American Students in science and science-related careers has long been a dilemma for those educators in the population-at-large that seek to improve the representation of all minorities in fields of science and engineering. This study was conducted to investigate the cross-cultural nature of attitude toward science and reservation-boundness with students of two races both on and off the reservation. Three populations were identified: (1) Native Americans in reservation schools; and (3) non-Native Americans not in reservation schools; and (3) non-Native Americans on the reservation were significantly different populations, two of which were operating on the same turf. Results indicate that even though Native Americans and non-Native Americans on the reservation were significantly different in overall values, subscaled scores showed they were more like each other than like their nonreservation peers. Yet, a more complete analysis of subscaled values showed non-Native Americans on the reservation interpreted instrument questions in a manner more like their nonreservation peers. Yet, a more complete analysis of subscaled values showed their nonreservation peers.

SE 048 928

Nakayama, Genzo
A Study of the Relationship between Cognitive
Styles and Integrated Science Process Skills.

Pub Date—88

Note—39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Cognitive Style *Cognitive Teats. College Students. Ele-

EDRS Price - MP01/PC02 Plas Pestage.
Descriptors—*Cognitive Processes. *Cognitive Style, *Cognitive Tests, College Students, Elementary Education, *Elementary School Science, *Preservice Teacher Education, *Process Education, Science Education dentifiers—*Science Education Research, Science Process Skills

Process Skills

The purpose of this study was to investigate the differences and similarities in the performance of integrated science process skills among learners with differing cognitive-style preferences. In this study, two evaluative instruments were used. The first, the Learning-Style Inventory (LSI) was employed to measure individual cognitive styles. These were measured as two sets of dualities, i.e., perception types and processing types; their combinations resulted in four learning styles. The second evaluative instrument, the Test of Integrated Process Skills

II (TIPS II) was used to assess five integrated process skills in science. They were: (1) stating hypotheses; (2) identifying variables; (3) operationally defining and designing investigation; (4) graphing; and (5) integrating data. These tests were administered to 107 college students who were elementary school education majors. Significant relationships (differences and correlations) were found between the cognitive-style preferences and the performance of integrated science process skills. Similarities in the performance of integrated science process skills were also found among students having different cognitive-style preferences. Cognitive-style preferences in the processing of information (reflection or action) were not significantly related to the performance of integrated science process skills. (Author/TW)

ED 291 593

Wood. Millicent A. Churchman, David
Extending the Carriculum of Zoomobiles.

Noto—8p: Paper presented at the Western Regional Meeting of the American Association of Zoological Parks and Aquariums (Monterey, CA, March 1988).

The Transport Information Analyses (070)

March 1988).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Animal Behavior, Animals, *Elementary School Science, Elementary Secondary Education, *Mobile Classrooms, *Mobile Education, Services, Science and Society, Science Education, *Science Instruction, Science Teaching Centers, Secondary School Science, Teaching Methods, *Wildlife Managemeat, *Zoos Identifiers—*Science Education Research, Zoomo-biles.

Identifiers—"Science Education Research, Zoomobiles
This study examines the limited literature on zoomobile programs and suggests that remarkable uniformity exists between such variables as types and lengths of programs offered, animals used, staffing, area served, and funding. It notes a common set of problems, from practical ones such as animal stress and liability insurance, through philosophical ones such as training of animals, the balance between entertainment and education, and the educational purposes of zoomobiles. These issues are addressed in the context of zoomobile programs dealing with taxonomy, ethology, pet care, career education, and animals as part of human culture. (Author/TW)

ED 291 594

SE 048 931

Butzow, John W.
Mainstreaming Computers in Science and Mathematics Education: A Two Year Study.
Pub Date—Apr 88

matics Education: A Two Year Study.

Pub Date—Apr 88

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—"Computer Assisted Instruction, Computer Uses in Education, Mathematics Education, "Mathematics Instruction, Science Education, "Seience Instruction, Science Laboratories, Secondary Education, "Secondary School Mathematics, Secondary Education, "Secondary School Mathematics, Secondary Education Research, "Science Education Research This study summarizes data collection activities associated with the first two years of a large scale project involving teachers of science and mathematics with computers. The innovation being implemented in the project is that of using computerbased strategies directly in the teaching of science and mathematics in the leasarroom and laboratory. During the summers of 1986 and 1987, two separate populations of inservice science and mathematics in the classroom and laboratory. During the summers of 1986 and 1987, two separate populations of inservice science and mathematics in the teaching of science of the classroom and laboratory. During the summers of 1986 and 1987, two separate populations of inservice science and mathematics them in the use of computer based activity teaching for their classrooms. Each group followed a project orientation rather than traditional strategies in learning how to employ computers in the teaching of science or mathematics content. Each group completed the SoCQ instrument developed from the Concerns Based Adoption Model. Responses were collected during pre-, post-, and post-post-sessions. For the first year's group significant reductions in concern were observed using t-tests for three of the "Stages of Concern," with "Refocusing" the only stage to smerge as significantly more of a concern at the conclusion of the workshop. Post-post responses differed very little and nonsignificantly from the post responses. (Author/TW)

ED 291 595

SE 048 932

ED 291 595
SE 048 932
Smith, Carol
Weight, Density and Matter: A Study of Elementry Calldrea's Reasoning about Density with Concrete Materials and Computer Analogs.
Technical Report 83-15.
Educational Technology Center, Cambridge, MA.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Jun 85
Contract—400-83-0041
Note—76p; Drawings may not reproduce well.

Contract—400-83-0041
Note—76p.; Drawings may not reproduce well.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Chemistry, Computer Assisted Instruction, Computer Uses in Education, Education, Education, and Technology, Elementary Education, *Elementary School Science, Middle Schools, *Physical Science, Physics, Science Education, Secondary School Science, Teaching Methods

ucation, Secondary School Science, Teaching Methods Identifiers—"Density, Science Education Research Density is the first intensive physical quantity students encounter that can be understood in terms of an underlying model, the particulate theory of mater. Learning about density provides students with explanations for a range of phenomena such as sinking and floating, and changes of state. Teachers provide the port, however, that density is a difficult concept for students to grasp. Researchers conducted pilot studies to determine whether students can understand a visual analog of density presented in computer graphics more easily than they can understand the concept of density inferred from manipulation of real world materials. Second-, fourth-, and sixth-grade students received two sets of parallel tasks: one involved manipulation or real materials and the other involved shapes presented in a computer display. Findings indicate that experience with computer models can help students to think about the difference between steel and aluminum cylinders as an intensive one-that is, stemming from the kind, not the amount of the material. Younger children, however, need help to see the computer analog as a "model" of density. (CW)

analog as a "model" of density. (CW)

ED 291 596

SE 048 933

Wiser, Marianne
The Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Teaching on Students' Misconceptions. Technical Report 87-5.

Educational Technology Center, Cambridge, MA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 86

Contract—400-83-0041

Note—173p.; Drawings may not reproduce well. Pub Type—Reports - Research (143)

EDBS Price - MP01/PC07 Plus Postage.

Descriptors—Chemistry, "Computer Assisted Instruction, Computer Graphics, "Computer Uses in Education, Earth Science, Educational Technology, "Hest, "Misconceptions, "Physical Sciences, Physics, Science Education, Secondary Education, "Secondary School Sciences, Teaching Methods, Temperature

Identifiers—Science Education Research

Two classroom studies, one conducted in the spring of 1985 and the second in the spring of 1986, showed that many high school students do not differentiate between heat and temperature; instead, they have a single concept that contains some of the features of the heat and some of the features of temperature. Because the distinction between these two phenomena is essential to an understanding of other thermal phenomena in both physical and biological systems, researchers developed Microcomputer as a laborstory fool to record heat and temperature data and temperature change, heat storage capacity, cooling curves, and latent heat were developed in two formats, computer-based and traditional. In the computer-based lessons, students under the developed in two formats, computer-based and traditional. In the computer as a laborstory tool to record heat and temperature data and temperature data and todisplay them as graphs and tables. Results indicate that the MBL can help students understand more clearly the quantification of heat and distinguish between heat and temperature. The MBL allows students to collect data more quickly and with greater precision, and if frees them from perfor

Students need plenty of time to experiment with and discuss thermal phenomens. Lesson plans are included for the topics of: (1) heat and temperature; (2) heat storage capacity; and (3) latent heat. Eighteen tables analyze the results of interviews and tests. Tests and interviews from both the 1985 and 1986 studies are presented in 17 appendices. (CW)

SE 048 934 ED 291 597

KD 291 597

Katz. Mary Maxwell And Others
Facilitating Collegial Exchange among Science
Teachers: An Experiment in Computer-Based
Conferencing, Technical Report 86-14.

Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—400-83-0041
Note—1200.

and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—400-83-0041
Note—120p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Behavioral Science Research, Case Studies, Communication Problems, Communication Research, "Computer Vises in Education, Education, Research, "Computer Vises in Education, Educational Technology, Elementary Secondary Education, Information Networks, Interpersonal Communication, Organizational Communication, Science Education, "Science Teachers, Secondary Education, Science Education, Science, Teachers, Secondary Education, Science Education, Science, Teachers, Secondary Education, Science, Teachers, Secondary Education, Science, Teacher isolation is a significant problem in the science teaching profession. Traditional inservice solutions are often plagued by logistical difficulties or occur too infrequently to build ongoing teacher networks. Educational Technology Center (ETC) researchers reasoned that computer-based conferencing might promote collegial exchange among science teachers by giving them a new way to communicate with each other-individually or in groups, from their own workplaces and homes, at whatever time suits them. Using "Common Ground" conferencing software created at ETC, these researchers established an electronic network and conducted two initial studies of its operation. Researchers studied both technical and substantive aspects of the network's operation. Initial feedback from teachers was quite positive, and data on their usage patterns years of learning to use a conferencing system; (2) some participants necountered nasgs in setting up their own equipment or using their communications software; (3) access to equipment remains a problem for some school people; (4) inexperience participants tend to send more private than public messages; and (5) forum moderators and/or a network coordinator can play a important role in stimulating and sustaining substantive discussions. Half of the document consists of appendices. They inc

ED 291 598

SE 048 935

Smith, Carol And Others
Teaching for Conceptual Change Using a Computer-Based Modeling Approach: The Case of Weight/Density Differentiation, Technical Re-

Weight/Density Differentiation. Jecanical Re-port 87-11. Educational Technology Center, Cambridge, MA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Nov 87 Contract—400-83-0041

Pub Date—Nov 87
Contract—400-83-0041
Note—151p.; Drawings may not reproduce well.
Pub Type—Reports - Research (143)
EDRS Price - MP61/PC07 Plus Postage.
Descriptors—Chemistry, "Computer Assisted Instruction, Computer Graphics, "Computer Simulation, Computer Graphics, "Computer Simulation, Computer Uses in Education, Earth Science, Educational Technology, Elementary Education, "Elementary School Science, "Middle Schools, "Physical Sciences, Physics, Science Education, "Esching Methods
Identifiers—"Density, Science Education Research
Because density is unobservable and must be inferred from knowledge about weight and size, it is a difficult concept to teach and learn. Even after traditional instruction, many students still have an undifferentiated concept that mixes characteristics of both weight and density. In this study, researchers tested the effectiveness of a unit they created to help students make this difficult conceptual differentiation, which is crucial to understanding the par-

ticulate nature of matter. The Educational Technology Center's Weight/Density Unit uses both computer simulations and classroom activities with real materials of different weights, sizes, and densities. The simulations attempt to make density more visually accessible than it is with real objects. Researchers used the unit in one sixth-grade and one seventh-grade class. The findings suggest that providing conceptual change is both difficult and possible, and they further suggest that computer models, used in combination with hands-on materials can help students to understand an abstract and perceptually inaccessible concept such as density. Evidence from the pre- and posttest and the clinical interviews suggests that the teaching intervention brought about two kinds of change: (1) conceptual differentiation among students who initially made none; and (2) conceptual consolidation in which students who already had a beginning, fragile distinction deepened and extended their understanding. Appendixes make up the builk of the voluments; teaching materials for three units, with worksheets; and a discussion of the computer programs. (CW)

SE 048 936

SE 048 93
Smith, Carol And Others
Promoting 6th Graders' Understanding of Density:
A Computer Modeling Approach. Technical Report 86-5.
Educational Technology Center, Cambridge Ma

Educational Technology Center, Cambridge, MA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Jul 86 Contract.—400-83-0041

Contract—400-83-0041
Note—123p; Contains some broken type which
may not reproduce well.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PCD5 Ples Postage.

Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Chemistry, "Cognitive Development,
"Computer Assisted Instruction, "Computer Software, Computer Uses in Education, Earth Science, Educational Technology, "Elementary
School Science, Grade 6, Intermediate Grades,
Misconceptions, "Physical Sciences, Physics, Science Education, Teaching Methods
Identifiers—"Density
The concept of the density of a material has an
important role in elementary and secondary school
science curricula, but it is a difficult concept to
grasp. This project explores why this should be and
whether there are some simpler, more accessible
notions which can serve as the basis for building a
concept of density in students' minds during the
later elementary school years. The study explores
the effectiveness of using computer models to help
students build an understanding of density. This
teaching strategy proved to be moderately success
ful with sixth graders. It was found that the majority
of students did correctly assimilate this model in a
way that supported their understanding of density
as an intensive quantity and that they were able to
articulate some relevant differences between weight
and density. It was found that the inspection
non such as sinking and floating. Appendices supply
a description of the computer programs, worksheets, lesson plans, and interview instruments.
(CW)

SE 048 937

ED 291 600

McDowell, Ceasar And Others

A Model Program in Science, Mathematics, and Technology. Final Report TP87-9.

Educational Technology Center, Cambridge, MA. Spons Agency—Massachusetts State Board of Regents of Higher Education, Boston.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 87

Contract—400-83-0041

Note—42p.; Drawings may not reproduce well. Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Uses in Education, Cooperative Planning, Curriculum Development, *Educational Cooperation, Educational Technology, Leadership, Mathematics Education, School Business Relationship, *Science and Society, Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Student Motivation, Technological Advancement, *Technological Literacy

RIE JUL 1988

RIE JUL 1988

Over the past 5 years parents, industry leaders, and policy makers have called repeatedly for the improvement of mathematics and science education in urban schools and for measures to insure that all students are "technologically literate." Various efforts at the national, state, and local levels have emerged in response to these calls, with projects ranging from software development to teacher training and from student skill development to business, school, and university partnerships. This report is a description of a collaborative project. One of the primary goals of the report is to share the experience of this project in a manner that will both guide and inform colleagues. The report has been organized along the four themes of the project: (1) the use of new technologies for mathematics, science, and computing education; (2) student motivation and achievement training; (3) school leaderships and team building; and (4) building a collaborative process to facilitate school improvement. Each secious provides a detailed account of the entire process, from conceptualization to implementation. A brief history of the collaborating institutions, and an overview of the project's goals and objectives precede the discussion of the four major themes of this project. (CW)

ED 291 601

ED 291 601

Siorey, Kim S. Janszen, Karen
The ETC Science Videodisc Project: A Report of
Research in Progress. Technical Report 85-18.
Educational Technology Center, Cambridge, MA.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.
Pub Date—Jul 85
Contract—400-83-0041
Note—66p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiovisual Aids, Computer Uses
in Education, "Educational Technology, "Interactive Video, Junior High Schools, Middle
Schools, Optical Disks, Science Education, Secondary Education, "Secondary School Science,
Technological Advancement, "Videodisks, Video
Equipment

ondary Education, "Secondary School Science, Technological Advancement, "Videodisks, Video Equipment Identifiers—Science Education Research
The teaching and learning opportunities created by combining existing television programming with the kinds of interactivity offered by microcomputers have not been fully investigated by videodisc Project Group, a subsection of Educational Technology Center's New Technologies Group, is: (1) conducting research on the educational effectiveness of videodiscs for teaching science; and (2) studying the process of videodisc reation by designing, producing, and evaluating an interactive videodisc. This document is designed to provide a status report on the research. The research videodisc, designed for use with middle school students, presents science subject matter in a manner that both illustrates and elicits the application of scientific modes of inquiry. It utilizes existing science television programs from the WGBH Educational Foundation and the Children's Television Workshop and will be produced using the authoring system Authority (TM), developed by Interactive Training Systems, Inc. The process of creating the research videodisc revealed design opportunities and constraints for retrofitting videodisca. Because of the unchangeable nature of creating educational variety are important. (Author/CW)

ED 291 602

SE 048 939

ED 291 602 SE 048 939

Mellin, Carolyn
A Prototype Science Interactive Videodisc: Re-search on In-School Use. Technical Report 87-4.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Agr 87
Contract—400-83-0041

Contract—405-83-0041
Note—167p.; Contains some light and broken type.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Audiovisual Aids, Computer Assisted
Instruction, Computer Software, *Computer Uses
in Education, *Educational Technology, *Interactive Video, Junior High Schools, Middle
Schools, Optical Disks, Science Education, Secondary Education, *Secondary School Science,
Technological Advancement, *Videodisks, Video

Equipment
Identifiers—Science Education Research
This study investigated the use in junior high schools of a prototype interactive videodisc, "Secing the Unseen." The experimental disc contains four lessons designed to teach scientific inquiry skillis. Students determine the order of the lessons and interact with the disc by touching the screen to pause, replay, see a series of questions or examples, return to the menu, or move ahead. "Seeing the Unseen" was used to explore five aspects of videodisc technology: (1) the importance of user control and interactivity; (2) the importance of user control and interactivity; (3) the effectiveness of individual, small group, and whole-class instruction; and (5) the teacher's role in using videodisc technology. Students found it easy to use the disc, and they appreciated the high level of participation and control that it offered them. It combined the dramatic qualities of television with the self-pacing available through books and educational software, and they credited high quality visuals with contributing to the technology appeal. Most teachers felt that the technology appeal many had difficulty secutally assuming that role. (Appendixes present the student and teacher questionnaires, and sample worksheets.) (Author/CW)

SE 048 940 Jesuncosky, Betty Jean, Comp. New Jersey 4-H Marine Science Project. Leaders

Rutgers, The State Univ., New Brunswick, N.J. Cook Coll.

Spons Agency—National Oceanic and Atmo-spheric Administration (DOC), Rockville, Md. National Sea Grant Program.

-87 Pub Date

Pub Date—87
Grant—NA-85AA-D-SG084
Note—195p.; Drawings may not reproduce well.
Available from—New Jersey Sea Grant, Bidg.
22-Sandy Hook, Ft. Hancock, NJ 07732 (free while supply lasts).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Art Activities, Ecology, Elementary Education, "Elementary School Science, "Environmental Education, Experiential Learning, Marrine Biology, "Marine Education, "Science Activities, Science Education, Science Instruction, Social Studies, "Youth Clubs, "Youth Leaders"

Activities, Science Education, Science Instruction, Social Studies, "Youth Clubs, "Youth Leaders
Identifiers—4 H Programs, "Environmental Education Programs, New Jersey
This guide contains a collection of activities which
are designed to provide opportunities for 4-H voluteers and youth in New Jersey to get involved in
learning about the marine environment. The guide
is divided into five sections which deal with habitats, organisms, career exploration, community involvement, and additional marine activities. Each of
the sections is comprised of individual lessons, with
the intention of including the necessary information
for volunteers to provide marine education for 4-H
youth. Each lesson is further broken down into
seven categories: (1) an introduction; (2) the goals
of the lesson; (3) background information; (4) preparation reminders; (5) questions for discussion; (6)
additional resources and ideas; and (7) references.
The appendices contain reproducible worksheets
for use with various lessons and activities, a field tripplanning guide, project requirement guidelines, record keeping information, and lists of additional resources. (TW)

SE 048 941 ED 291 604

Clement, John
The Use of Analogies and Anchoring Intuitions to
Remediate Misconceptions in Mechanics.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date—8 Apr 87
Grant—MDR8470579

Grant—MDR8470579
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors—College Science, "Concept Formation, Higher Education, "Intuition, "Mechanics (Physics," Misconceptions, Physics, "Science Instruction, Secondary Education, Secondary School Science

Identifiers—*Analogies
Reviewed are findings on misconceptions in mechanics and their instructional implications. Many misconceptions are widespread and resistant to change but students have useful intuitions and reasoning processes that could be used more fully. One strategy for dealing with misconceptions is described. It stresses anchoring intuitions, analogical reasoning, thought experiments, and classroom discussion. Data showing significant gains in experimental classes using this strategy. (Author/RH)

Lane, Melis

SE 048 942

Lane, Melissa J. Women and Minorities in Science and Engineer-

ing.
National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.
Report No.—NSF-88-301
Pub Date—Jan 88

Div. of Science Resources Studies.
Report No.—NSF-88-301
Pub Date—Jan 88
Note—314p.
Available from—National Science Foundation.
Forms and Publications Unit, 1800 G Street NW,
Washington, DC 20550 (free while supply lasts).
Pub Type—Numerical/Quantitative Dats (110) —
Reports - Descriptor: Descriptor Descriptor—American Indians, Asian Americans,
Bachelors Degrees, Blacks, College Science, Employment Statistics, Engineering Education, "Females, Graduate Study, Higher Education, Hispanic Americans, "Minority Groups, Physical Disabilities, "Science Education, Secondary Education, Secondary School Science, "Sex Bias, "Social Bias, Undergraduate Study
The importance to the United States of scientific and engineering activities makes it essential that the best talent from every available source be attracted to careers in science and engineering. Women and members of minority groups, however, have had historically low rates of participation in science and engineering. Even though this participation has been increasing, another concern must be the market conditions encountered by women and minorities who have earned acience and engineering degrees. This volume is designed to meet the problems of underrepresentation by providing a basis for informed discussion and constructive policy and rogram development. Chapters include "Executive Summary," "Introduction," "Women in Science and Engineering," and "Education and Training," Appendices contain the "Technical Notes" and "Statistical Tables." Discussion deals with employment levels and trends, fields of employment, experience, careir patterns, and labor market indicators. The minorities discussed include Blacks, Asians, Native Americans, Hispanics, and the physically disabled. Educational issues that are approached include precollege preparation, undergraduate preparation, and post doctoral appointments. (CW)

SE 048 943 SE 048 94 Science and Technology in School Curricula. Case Study 1: People's Republic of China. Social Needs and the Teaching of Mathematics, Science and Technology in Primary and Secondary Schools.

Schools, United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education. Report No.—ED-87/WS/36
Pub Date—86

Note-67p. Available from-UNESCO, 7 place de Fontenoy,

Note—61p.
Available from—UNESCO, 7 place de Fontenoy, 75700 Paris, France.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, "Elementary School Science, Elementary Secondary Education, Foreign Countries, Mathematics Education, Mathematics Instruction, Science Education, Science Instruction, "Secondary School Mathematics," Secondary School Science, Technical Education, "Technological Literacy, Technology Identifiers—"China, UNESCO
A 1986 global survey revealed that mathematics and science are firmly in place in school curricula worldwide, but teaching of technology has a much more tentative hold. All of the countries that responded taught science and mathematics at most levels but technology was taught in only a few countries. In an effort to probe more deeply into the

adequacy of science, mathematics, and technology curricula to meet national needs and their appropriateness in relation to the rapidly evolving nature of science and technology themselves, a series of national case studies were undertaken. This first case study was prepared by the Central Institute for Educational Research (CIER) of the People's Republic of China. It covers the teaching of science, mathematics, and technology in primary and secondary achools. It focuses on the following aspects: (1) a review of the present situation in the teaching of these subjects; (2) a consideration of how the curriculum in these fields should neet current social needs in China; (3) an account of reforms that are currently taking place in the teaching of these subjects; and (4) plans for future experiments. Appendices include sections on education and social needs and on mathematics topics found in magazines. (Author/CW)

Thompson, Thomas M. Wiggins, Kenneth L. Multivariate Limits and Continuity: A Survey of Calculus Textbooks.
Pub Date—9 Feb 88 SE 048 945

Caicalus Textbooks.
Pub Date—9 Feb 38
Note—26p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Phu Pustage.
Descriptors—Calculus, "College Mathematics, Functions (Mathematics), Higher Education, "Mathematica Concepts, "Mathematics Curriculum, Mathematica Education, "Textbook Curriculum, Mathematics Education, Textbook Research, Textbook Evaluation, Textbook Research, Textbooks and the sciences of the substance of the ences.] (Author/PK)

ED 291 608 SE 048 946 Dunlap, Linda L. First-Grade Children's Understanding of Probabil-

Duning Lindis L.

First-Grade Children's Understanding of Probability.

Pub Date—Apr 87

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA. April 9-12, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Developmenta, "Developmental Stages, Developmental Tasks, "Discovery Learning. "Elementary School Mathematics, Grade 1, Mathematics Education, "Mathematics Instruction, Primary Education, "Probability, Readiness, "Tutorial Programs Identifiers—Mathematics Education Research

This study investigated young children's ability to solve probability problems and studied the cognitive processes proposed by Piaget and Inhelder as necessary to solve probability problems. The effects of tutorial and self-discovery training were measured and discussed. Results from 168 first-graders in five training conditions indicated that: (1) hutorial training methods were superior to self-discovery methods; (2) cognitively transitional children; (3) children demonstrated temporatural stable and generalized performance increments following training; and (4) the Genevan view of probability solution was not supported. (Author/PK)

ED 291 609

SE 048 947 ED 291 609

ED 291 609
Finstod, Elaine
Effects of Mathematics Homework on Second
Grade Achievement.
Pub Date—Dec 87
Note—28p.; Prepared for a course at Sam Houston
State University, TX.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Assignments, Educational Research,
Elementary Education, "Elementary School
Mathematics, Grade 2, Home Study, "Home-

work, *Mathematics Achievement, Mathematic Education, *Mathematics Instruction, *Numbe Concepts, Teaching Methods Jentiflers—Mathematics Education Research

Identifiers—Mathematics Education Research
The purpose of this study was to investigate
whether homework affects second grade mathematiics achievement. The study involved two classes of
on-grade-level students and involved a unit on place
value. The results indicated that the achievement of
the experimental group, which was given homework, was better than the achievement of the control group, which was given no homework. It is
suggested that further study on a larger scale is meristed. (PEO.

SE 048 948 Kennedy, Leonard M. Tipps, Steve Guiding Children's Learning of Mathematics, Fifth Edition.

Report No.—ISBN-0-534-08730-2 Pub Date—88 Note—583p.; Drawings and photographs may not

reproduce well.

Available from—Wadsworth Publishing Company,
Ten David Drive, Belmont, CA 94002 (\$33.75).

Pub Type—Guides - Classroom - Tescher (052) — Pub Type— Gu Books (010)

Books (010)

EDRS Price - MP93 Plus Postage. PC Not Available from EDRS.
Descriptors—Calculators, Computer Assisted Instruction, "Educational Planning, Elementary Education, "Elementary School Mathematics, Fractions, Geometric Concepts, Mathematics Battuction, "Mathematics Instruction, Measurement, Number Concepts, "Problem Solving, Terchine, Methods

Education, "Elementary School Mathematics, Fractions, Geometric Concepts, "Problem Solving, Teaching Methods
This combination methods and resource book is written for preservice and inservice teachers of mathematics in the elementary school. It presents a program based on the research of the learning theories of Piaget, Brownell, Deines, Skemp, and Gagne and on successful classroom practices. The 14 chapters deal with: (1) "Mathematics in the Elementary School"; (2) "Assessment Procedures in Mathematics"; (3) "Planning for Teaching Mathematics"; (4) "Calculators and Computers"; (5) "Problem Solving"; (6) "Teaching Understanding of Numbers and Numeration"; (7) "Extending Understanding of Numbers and Numeration Tractions"; (10) "Tractional Numbers-Decimal Fractions and Percent"; (13) "Measures and the Processes of Measuring"; and (14) "Tables, Graphs, and Probability." Appendices offer sources of information about math anxiety and equity; producers and distributors of mathematics courseware and learning aids; books for teachers; a guide to activities, problems and games; and an index. (PK)

SE 048 949 Sobel, Max A., Ed.
Readings for Enrichment in Secondary School
Mathematics.

Mathematics.
National Council of Teachers of Mathematics, Inc.,
Reston, Va. Report No.—ISBN-0-87353-252-X Pub Date—88 Note—258

Note—258p. Available from-Mathematics.

vasiable from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (\$10.00 each, 10 or more 20% dis-

VA 22091 (\$10.00 each, 10 or more 20% discount).

Pub Type—Guides - Classroom - Teacher (052) —
Collected Works - General (020) — Books (010)
Document Not Available from EDRS.
Descriptors—Class Activities, Clubs, Enrichment,
"Bnrichment Activities, Geometric Concepts,
"Gifted, "Mathematical Enrichment, Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Number Concepts,
Periodicals, "Problem Solving, Secondary Education, "Secondary School Mathematics
This collection of readings is primarily addressed
to the teachers of the academically talented in mathematics. The readings touch upon a variety of topics, with a special focus on problem solving,
applications and mathematical structure. The introductory article discusses the role of enrichment in
teaching mathematics. The remaining four sections
include: (1) eight articles on enrichment mathematics for high school students reprinted from the 28th
yearbook of the National Council of Teachers of
Mathematics, (2) five articles from the publication
"Topics for Mathematics Clubs"; (3) eight articles

from the journal "The Mathematics Teacher"; and (4) three original contributions. (PK)

SO

ED 291 612 SO 017 102

ED 291 612

Moore, Shawn And Others

Curriculum Implementation: A Survey of Teachers'
Levels-of-Use of "The Program and the Six-Year
Old" and "Social and Environmental Studies
(Grades 5-6)" Guides. Research Report.
Scarborough Board of Education (Ontario).
Pub Date—Nov 84
Note—172p.
Available from—The Research Centre, Scarborough Board of Education, Level 2, 140 Borough

iote—172p.
vailable from—The Research Centre, Scarborough Board of Education, Level 2, 140 Borough Drive, Scarborough, Ontario, Canada MIP 4N6 (55.00; chapter 6, "Summary, Conclusions, and Implications" is also svailable as a separate docu-

(\$5.00; chapter 6, "Summary, Conclusions, and Implications" is also available as a separate document).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, "Elementary School Teachers, Grade I, Grade 5, Grade 6, "Social Studies Identifiers—"Curriculum Implementation, "Levels of Use Scale (Hall and Louck), Ontario (Scarboratch).

of Use Scale (Hall and Louck), Ontario (Scarborough)
This document presents results of a research study designed to determine teachers' levels-of-use of two selected curriculum guides, "The Program and the Six-Year Old" and "Social and Environmental Studies (Grades 5-6). The study also addressed the validity of using a teacher self-report procedure in assessing levels-of-use. This project was designed to provide a profile chart that utilized a five point level-of-use scale including levels for: (1) non-use; (2) initial preparation; (3) mechanical use; (4) routine use; and (5) refinement and integration. Findings indicated that the guides had been implemented at level three or higher by the majority of teachers who taught grades one, five, or six. Barriers to implementation included: (1) insufficient time for reading and internalizing; (2) lack of materials or equipment; (3) insufficient communication among teachers; (4) work overloads; (3) other priorities; (6) lack of team planning; and (7) insufficient in-service training. Tables are included and appendices contain profile charts, survey questionnaires, and definitions of levels-of-use. (JHP)

ED 291 613 SO 017 234 SCO 017 23
Blackman, Hugh. Ed. Coronel, Leandro V., Ed.
The World Bank's Leading Approaches: A Special
World Bank News Report.
World Bank, Washington, D. C.
Pub Date—Apr 86
Note—15

Note-15p. Journal Cit-World Bank News; Apr 1986

Note—15p.
Journal Cit—World Bank News; Apr 1986
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptore—Banking. Developing Nations,
"Economic Development, Economics, "Financial Support, Investment Identifiers—Finance, "World Bank
The World Bank, operating in a complex, diverse, and changing environment, provides financial advice and support to developing nations that range from macro-economic management to project design. Major changes in management systems have occurred during the 1980s and are reflected in the bank's assistance in: (1) analytical support of policy implementation; (2) mobilization and coordination of external resources; and (3) lending and institutional support. Financial support is the most visible and tangible aspect of the World Bank's assistance, and this document describes how it is provided and how time frames and staff costs are measured. Key stages in the bank's lending cycle include: (1) identification of a country's specific investment proposals and programs; (2) preparation of materials needed for pre-financing decision making; (3) technical, fonancial, economic, and institutional visibility apraisals in relation to suitability for World Bank financing; (4) negotiations concerning the scope, terms, and conditions involved in financing an operation; (5) the implementation period; and (6) the evaluation of a completed project. Case studies and graphs are included. (JHP)

ED 291 614 SO 017 936 Vasu, Michael L. Garson, G. David
PoliNet and Information Utilities: Using Telecom-

RIE JUL 1988

munications in Political Science and Public Administration Education and Research. Pub Date—31 Aug 86
Note—21p.; Paper presented at the Annual Meeting of the American Political Science Association (82nd, Washington, DC, August 28-31, 1986). Pub Type—Speeches/Meeting Papers (150) —Guides - Non-Classroom (055).
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Computer Networks. **Computer*

DRS Price - MPUI/PCUI Plus Postage, lescriptors—Computer Networks, "Computer Uses in Education, Databases, "Information Net-works, Information Services, Online Systems, "Online Vendors, "Political Science, "Public Ad-ministration, Research Tools, "Telecommunica-

*PoliNet

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dentifiers—*PoliNet
General information utilities and specialized networks, such as PoliNet, provide educators and researchers in public administration and allied fields with a diversity of new tools which include: (1) bibliographic searching: (2) international teleconferencing: (3) electronic news clipping services; (4) electronic mail; and (5) free public domain microcomputer software. Electronic publishing, access to online databases, file distribution libraries, and computer based education may affect public administration courses more profoundly than any other 20th century development. The power of utilities and networks results in: (1) increased research possibilities; (2) communication economies; and (3) educational convenience. This document describes the uses of information utilities and networks for teachusational convenience. This document describes the uses of information utilities and networks for teaching and research, the technological dimensions of computer networks, and the organization of Polinet, the first customized information service designed for public administrators and political acientists. The specific steps in accessing PoliNet's various programs are explained. Users may select: (1) an event's schedule; (2) newsletters; (3) electronic mail; (4) forums; (5) a conferencing system; (6) user profiles; (7) vendor information; (8) public densain fields; (9) gateways to HumaNet and Delphi databases; (10) Dialog and AP News; (11) financial services; (12) the Kussmaul Encyclopedia; (13) travel services; and (14) data storage space.

Newcomer, Kathryn E. Caudle, Sharon L.
Command and Control: Public Program Oversight
in the Information Age.
Pub Date—87
Note—44p.
Pub Transfer SO 017 938

Pub Type— Reports - Research (143) EDRS Price - MF01/PC02 Plus Posta

Pub Date—87

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, Computers, Decision Making. *Evaluation Utilization Information Processing. *Information Systems, Publication, Management Information Systems, Management Systems, Public Agencies, Research Reports

Identifiers—*Control Analysis, General Accounting Office, Office of Management and Budget, *Oversight Information Systems

Oversight information systems provide data to oversight agency managers that enable them to: (1) monitor the operations of agencies for which they are charged oversight responsibilities; (2) compare performance data against set performance criteris; and (3) identify exceptions that occur outside performance colerance parameters. This research study szamined computerized oversight information systems in the Office of Management and Budget (OMB) and the General Accounting Office (GAO) of the federal government to determine how system capabilities affect user expectations, what constraints impede a system's use by primary users, and what factors appear to enhance the evolution of effective oversight information systems. Six systems were examined through structured interviews with primary users and/or systems designers and by reviewing input and output documents. Findings indicate that information provided by these systems tends to be used primarily: (1) for upward and outward accountability; (2) to support interval agroups, such as the U.S. Congress, and (4) to provide performance reports to oversight agencies' managers, such as the U.S. Congress, and (6) to provide performance reports to oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the overseen agencies, and oversight agencies, but not in the

ED 291 616 SO 017 988

White, Caryn
Chinese Folk Art: The Small Skills of Carring
Insects. Activities for Children of All Ages.
Activity Sheets. Activity Sheets.

Yale Univ., New Haven, CT. Council on East Asian

Pub Date-86

Pub Date—86

Note—27p.; Originally designed to be used in conjunction with "The Chinese Folk Arts Festival" and the exhibition "Chinese Folk Art Festival" and the exhibition "Chinese Folk Art. The Small Skills of Carving Insects." Yale University, New Haven, CT, December 11, 1986-March 8, 1987.
Attached brochure is printed on colored paper. Available from—Outreach Program, Council on East Asian Studies, Yale University, Box 13A, Yale Station, New Haven, CT 06520.
Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

DRS Price - MPUI Plus Postage. PC Not Avail-able from EDRS.
Descriptors—Activity Units, Art, *Art Activities, Art Education, *Chinese, Chinese Culture, Class Activities. Elementary Secondary Education, *Folk Culture, Foreign Countries, Learning Activities lentifiers

-*China

tivities Identifiers—"China
Chinese folk art, known as "the small skills of carving insects," differs from artworks produced by skilled or highly educated Chinese artsans. Folk art is defined as works that are created by ordinary citizens and that often are items designed for personal use. The designation, "the small skills of carving insects," occurred as a result of the simple tools, knives, and scissors utilized to create this type of artwork. Activities contained in this packet were designed to assist exhibition viewers in learning about the vitality of these art pieces, which is derived from their simplicity, boldness, color, and symbolic meanings. Knowledge of this symbolism can help students understand the hopes, fears, joys, and sorrows that characterize the daily lives of rural China residents. The included activity sheets contain lessons about the use of: (1) motifs; (2) symbols; (3) homonyms; (4) legends; (5) different types of art materials; and (6) folk art exhibitions. Answer sheets and drawings are included. Attached is the original brochure of the Chinese folk art festival which these materials were designed to supplement. (JHP)

ED 291 617 SO 017 996

ED 291 617 SO 017 996
Peach, Lucinda J., Ed.
We the People: Program Planning Guide for Community Forums on the Constitution.
American Bar Association, Chicago, IL. Commission on Public Understanding about the Law.
Spons Agency—General Mills. Inc., Minnespolis, Minn.; Minnesots Mining and Mfg. Co., St. Paul.; National Endowment for the Humanities (NFAH), Washington, D.C.

(NPAC),
Pub Date—86
Note—149p.; Prepared in conjunction with the conference "We the People: Community Forums on the Constitution" (St. Paul, MN, May 9-11,

the Constitution" (St. Paul, MN, May 9-11, 1986).
Available from—American Bar Association, Commission on Public Understanding About the Law, 750 North Lake Shore Drive, Chicago, IL 60611.
Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Education, *Community Programs, Constitutional History, Elementary Secondary Education, Planning, *Program Development, Program Guides, Program Implementation, Social Studies, *United States History Identifiers—*Bicentennial, Forums, *United States Constitution

Constitution
Designed to assist organizations preparing to celebrate the Bicentennial of the U.S. Constitution through community and school events, this guide provides educational ideas that can be useful in directing the public's attention to the Constitution and the values it represents. Information is included on selecting forum formats, such as mock legislative hearings, town hall meetings, mock trials, and debates and on how to handle scheduling, space requirements, topics, speakers, audiences, and public relations. How to organize successful planning groups and develop programs are described along with suggestions and potential resources for fund-raising efforts. Ideas are presented for developing local publicity including suggestions for working

with local media sources. Educational programs that can be incorporated into local school curricula and sample community forum topics are high-lighted. Alternative community activities, such as the use of speakers' bureaus or films, are described. Appendices include bibliographies of: (1) written resources about the U.S. Constitution (175 items); (2) Constitution-related audiovisual materials (228 items); and (3) organizations participating in "We the People" programs. (JHP)

ED 291 618

SO 017 998

ED 291 618
Frank. Roberta
The Humanities and the Constitution: Resources
for Public Humanities Programs on the Bicentennial of the U.S. Constitution. A Supplement
to "The Constitution and the Community."
National Federation of State Humanities Councils,
Minneapolis, MN.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Apr 36
Note—92p.; For "The Constitution and the Community," see ED 251 403.
Pub Type—Reference Materials—Directories/Catalogs (132)—Guides—Non-Classroom (055)
EDRS Price—MF01/PC04 Plus Postage.
Descriptors—Community Planning, "Community
Programs, Constitutional History, "Humanities,
National Programs, Resource Materials, Social
Studies, State Programs, United States History
Identifiers—"Bicentennial, "United States Constitution

Identifiers—Bicentennial, "United States Constitution
This report, a supplement to "The Constitution
and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution," describes resources for community oriented U.S. Constitution bicentennial celebration programs. Part 1 outlines basic planning procedures in terms of: (1) focusing on humanities; (2) forming planning committees; (3) identifying audiences; (4) designing programs; (3) choosing program participants; (6) obtaining project funding; (7) publicizing programs, (8) preparing programs; and 9) evaluating programs. Part 2 identifies selected projects funded by state humanities councils, while part 3 describes selected national programs and resources. Part 4 contains listings by state of state humanities councils and commissions and a list of scholars who indicated interest in participating in public bicentennial programs. Appendices include: (1) bicentennial celebration dates; (2) a U.S. constitutional history bibliography; and (3) a publicity guide for public humanities programs. (JHP)

ED 291 619

ED 291 619

SO 018 194

Hurrelmann, Klaus
Adjusting to an Erosion of Opportunities: The
Experience of West German Youth.
Pub Date—Oct 84
Note—26p.; Research funded by the Deutsche Forschungsgemeinschaft.

Journal Cit-Policy Studies; v5 pt2 p43-65 Oct

Pub Type— Journal Articles (080) — Reports - Re-search (143)

ruo type—Journal Articles (1001)—Reports Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, *Educational

Benefits, *Employment Opportunities, Employment Patterns, Employment Potential, Graduation Requirements, *Relevance (Education),

"Young Adults

Identifiers—*West Germany

An increase in formal education requirements in

West Germany has not been accompanied by an increase in vocational opportunities which have actually decreased in some professions. This study assessed the opinions of 40 members of the age group

form between 1962 and 1964) who received their formal education during the period of increased ed
ucational requirements about the significance of their school experiences in relation to subsequent ucational requirements about the significance of their school experiences in relation to subsequent educational and employment opportunities. The findings indicate that students perceive having reduced employment opportunities and believe that they personally have to maximize or create any employment opportunities. They believe that advanced school programs increase their awareness and readiness to question political conditions, and the more highly educated former students are the most critical ones in rating educational opportunities. The perception that schools provide opportunities to prepare for future employment does not appear to apply to contemporary economic conditions, because it implicitly promises employment in exchange for a diploma. The school experience should be redefined so that persons perceive attendance as an important element of their total life. (JHP)

SO 018 230

Bragemann, Frances L.
Study Guide for the United States Constitution
and Teacher's Manual,
Report No.—ISBN-0-86609-298-6; ISBN-0-Report No. 86609-299-4

86609-299-4
Pub Date—87
Note—80p.
Available from—McDougal, Littell and Company,
P.O. Box 1667, Evanston, II. 60204.
Pub Type— Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors— **Constitutional History, **Constitutional Law, Instructional Materials, Law Related Education. Resource Materials, Secondary Education, Social Studies, Study Guides, **United States Government (Course), **United States History**

States Government (Course), "United States History (Course), "United States History (Course), "United States Constitution Presented in this document are a student's study guide and an accompanying teacher's manual. The purpose of the study guide is to present information on (1) what the U.S. Constitution means, (2) how the U.S. government is organized, (3) why the Constitution is a living document, and (4) why the Constitution is a source of pride for U.S. citizens. This document is divided into units that feature the Constitution's original articles, the amendments, and court interpretations. Unit 1 highlights each section of every article and describes its meaning. Those sections that have been changed because of amendments are noted. Unit 2 discusses each constitutional amendment and describes its purpose amendments and describes its purpose and meaning. In unit 3, specific Supreme Court cases are discussed to illustrate constitutional change as a result of legal interpretations. Student reviews are provided for each unit, along with worksheets for the study of selected articles, amendments, interpretations, and a final examination. Pictures and charts are included. The teacher's manual contains planning guides for teaching units about (1) the original articles of the U.S. Constitution, (2) amendments to the Constitution. Each planning guide describes learning objectives teaching strategies for both average and advanced students, and methods of relating the information to current events and situations. A comprehensive mastery examination, a time planand advanced students, and methods of relating the information to current events and situations. A comprehensive mastery examination, a time plan-ning chart, and a 72-item bibliography are included. (JHP)

ED 291 621 SO 018 257

Indiana Curriculum Proficiency Guide.
Indiana State Dept. of Education, Indianapolis.
Center for School Improvement and Perfor-

Indiana State Dept. of Education, Indianapolis.
Center for School Improvement and Performance.
Pub Date—Jun 87
Note—516p.
Pub Type— Guides - Clasaroom - Teacher (052)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Curriculum Design, "Curriculum Development, Elementary Secondary Education, State Curriculum Guides, "State Standards Identifiers—"Indiana, "Proficiency Modules
This proficiency guide was designed to serve as a resource for local school corporations in developing, reviewing, and revising curriculum documents. It was assembled in response to an Indiana State Board of Education directive to produce a guide to aid school systems in establishing proficiencies in English language arts, mathematics, social studies, science, fine arts, health education, physical education, foreign language, and practical arts/industrial technology education. The guide specifies what every Indiana student should have the opportunity to learn in these subjects from kindergarten through 12th grade. Section 1 describes how to use the guide, section 2 presents a curriculum development model, and section 3 outlines subject area proficiency statements. The concluding sections provide philosophy statements and proficiency lists for each subject area proficiency primary, upper elementary, middle/ junior high, and high school designations. A general bibliography and bibliographies for each subject section are included. (JHP)

ED 291 622

SO 018 265

Lang, Melvin
Inviting Teachers and Their Students To Succe
in the "Musty" Science of Economics: Eval
tion of Achievement and Attitude Changes.

Pub Date—Apr 87

Note—9p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987). Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Achievement Gains, "Attitude Change, Consumer Economics, "Economics, Economics Education, Elementary Education, "Elementary School Students, "Elementary School Students, "Economics, Economics Education, Economics, Economics Evaluation, Improvement, Inservice Teacher Education, "Social Studies Forty-seven elementary school teachers, librarians, curriculum specialists, and administrators participated in a research oriented education course that consisted of 15 television programs designed to help elementary school teachers and students analyze and understand economic concepts. Teachers also: (1) viewed programs with students; (2) used a prepared course study guide; (3) evaluated students work; (4) took the pre- and post-test on the Test of Economic Literacy (TEL); and (5) attended at least one course-related workshop. Fourteen other teachers taught economics but did not participate in this program. They and their students comprised the control group. Students in the experimental group received higher scores on the Basic Education Test (BET) than did students in the control group. Teachers in the experimental group; (1) had higher TEL post-test scores than pre-test results and had post-test scores higher than the TEL test scores of teachers in the control group; (2) developed more positive attitudes toward consumer activities; (3) experienced reduced anxiety toward economics activities; and (4) developed more practical definitions of economics. (JHP)

SO 018 533

Levy, Seymour Linster, Charles A.
The Federal Block Grant Experience.
Department of Education, Chicago, IL. Region 5.
Pub Date—Apr 81

Pub Date—Apr 81
Note—78p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—"Block Grants, Federal Aid, Federal
State Relationship, "Financial Support, History,
Program Descriptions, Program Revlaustion
Identifiers—Community Development Block Grant
Program, Comprehensive Employment and
Training Act Title IV, Law Enforcement Assistance Administration, Social Security Act Title
XX

ance Administration, Social Security Act Title XX

Block grants have been defined as programs through which funds are provided to governmental units, such as state or local governments, based upon a statutory formula. They are usually provided for use in a defined, but broad, area and at the recipient's discretion. This document describes the historical development of these grants and the role of congressional, administrative, federal-state, and state-local relations in past and present performance of these programs. Additional definitions of block grants are outlined, and administrative goals and objectives for these programs are auggested. These funds are described as promoting economy and efficiency, program enlargements, decentralization, coordination, targeting, innovation, and control. The roles of the Law Enforcement Assistance Administration (LEAA), the Comprehensive Employment and Training Administration (CETA), the Community Development Block Grant Program, and Title XX (the 1974 Social Security Amendments) in providing block grants and assistance are highlighted. Evaluations of selected programs and relationships are presented. Charts are included. (JHP)

ED 291 624 SO 018 536

SO 018 536 Stewart. Hester R. Cannon, Mary E. Women in Delaware: A Documented Profile. Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education; Delaware Univ., Newark. Coll. of Humman Resources. Pub Date—Apr 86 Note—50p.; Printed in colored ink on colored pa-

per.

Available from—Delaware Department of Public Instruction, The Townsend Building, P.O. Box 1402, Dover, DE 19903.

Paperts - Research (143)

1402, Dover, DE 19903.
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Demography. Educational Needs,
"Employed Women, Family Life, Family Size,
"Females, *Life Style, Living Standards, Low In-

come Groups, Place of Residence, Postsecondary Education, *Poverty, Profiles, *Sex Discrimina-tion, Womens Education Identifiers—Delaware

Identifiers—Delaware
A source of demographic data concerning the status of women in Delaware, this document includes multiple charts, graphs, and statistical information concerning women in the areas of (1) population characteristics, (2) marital status and living arrangements, (3) labor force participation, and (4) income and earnings. Included are data for the female population by age, years of education, and median iscome. Comparing women's earning in relation to men's, the average earnings for women with four come. Comparing women's earning in relation to men's, the average earnings for women with four years of college were lower than for men with less than eighth-grade education. The study found that income varied according to sex, family type, age, and race; that child care facilities are a crucial need; and that the majority of women will spend a portion of life divorced or widowed. (NL)

SO 018 561

Gibon, Susan McCloud
Judgments of Preference on Simultaneous Sounded
Bitonal Frequencies in the Monaural and Dick-otic Conditions.
Pub Date—87
Note—27

Pub Date—37
Note—22p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, 1987).
Pub Type—Specches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—"Aesthetic Values, "Auditory Discrimination, "Auditory Perception, "Music, Music Appreciation, Music Techniques, "Music Theory, Perception, Perception Tests, Sensory Experience
Identifiers—"Consonance
Identifiers—"Consonance
The cause of music consonance perception is not

Experience

The cause of music consonance perception is not known, but consonance has been defined by both physical and perceptual characteristics. This study tested the extent of differences in interval perceptions and preferences in a non-musically trained group of adults. The independent variables of frequency range, condition of presentation, and hamonic intervals were judged for magnitude of preference. Results suggest that consonance preferences do not change when tones are heard in other frequency ranges or presentations. The findings also indicate that consonance preference may be a perceptual process that is not dependent upon frequency range or condition of presentation. Results of the study further imply that processes for sentetic appreciation differ and are less demanding than aural discrimination processes. Charts and tables are included. (JHP)

ED 291 626

ED 291 626

SO 018 597

Management, Planning, and Monitoring Population Education Programmes. Abstract-Bibliography Series 8.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKP/87/OPE/312-2000

Pub Date.—87

Note.—59.

Pub Type.—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF91/PC03 Plas Postage.

Descriptors—Annotated Bibliographies, Case Studies, Cost Effectiveness, Curriculum Design, Curriculum Development, Developing Nations, Evaluation Criteria, Family Planning, Human Capital, Nonformal Education, 9Population Education, Secondary Education, Staff Development. Technical Assistance, World Problems Identifiers—El Salvador, India, Korca, Malaysia, Philippines, Thailand, Tunisia, Victnam This document abstracts and reviews 32 publications that describe population education programs feveloped for Asia and the Pacific region. The documents are grouped under three sections: (1) management; (2) planning; and (3) monitoring/evaluation. Section 1 consists of 12 selected titles that deal with management of population education programs. Section 2 is comprised of 12 titles that present theoretical discussions and practical guidelines for planning both in-school and out-of-school population education programs. Reports of meetings, organized to plan and develop various types of population education programs. Reports of meetings, organized to plan and develop various types of population education programs. Reports of meetings, organized to plan and develop various types of population education programs. Reports of meetings, organized to plan and develop various directions of meetings, organized to plan and develop various of the plan in the plan of the plan in the plan of the plan plan develop various directions of the planning both in-school and ont-of-school population education programs. Reports of meetings, organized to plan and develop various directions of the plan

are provided, along with a cost-effectiveness analy-sis of some programs. The programs were developed for India, Malaysia, the Philippines, Korea, Viet-sam, Thailand, El Salvador, and Tunisia. (NL)

SO 018 599 ED 291 627

rinkley, Robert C. stegrating a Music Curriculum into an External Degree Program Using Computer Assisted Instruction. Pub Date—Dec 86

Degree Program Using Computer Assisted Instruction.

Pab Date—Dec 86

Note—24p.
Pab Type— Information Analyses (070) — Guides

Non-Clasaroom (055)

DRS Price - MF0I/PC01 Plus Postage.
Descriptors—Adult Education, Adult Programs,

"Computer Assisted Instruction, "External Degree Programs, Independent Study, Individualized Instruction, Interactive Video, "Music
Education, Technology
This paper outlines the method and theoretical
basis for establishing and implementing an independent study music curriculum. The curriculum combines practical and theoretical paradigms and leads
to an external degree. The computer, in direct intersection with the student, is the primary instructional
tool, and the teacher is involved in indirect consultative interaction with the student. The design of the
curriculum involves "educational goals clarification," a process by which the students develop a
body of information about themselves in order to
clarify goals. Through computer assisted instruction
(CAI), the intended and resultant curricula begin to
merge. This program is oriented toward general
studies of music rather than vocational orientation.
More than one-half of the program consists of required courses in arts and humanities, science and
mathematics, and social and behavioral sciences.
Through computer assisted instruction, course offerings could be expanded to include music history,
theory orchestration, composition, and keyboard
atills. Through Musical Instrument Digital Interface (MIDI), digital synthesizers can talk to each
other or other computers. The external degree study
program exemplifies a union of theory and practicality for the learner who is ready to assume the
responsibility for self-directed learning. (SM)

ED 291 628 SO 018 616

Sibra, John de Oliveira E
The Fatal Panacea: The Emigrant Experience in
the Novels of Ferreira de Castro.

the Novels of Ferreira de Castro.
Pub Date-87
Note-15p.
Available from—John de Oliveira E Siiva, La
Guardia Community College, 31-10 Thomson
Ave., Long Island City, NY 11101.
Pub Type—Opinion Papers (120)
EDRS Price - MP01 Plus Postage. PC Not Available from ETDRS

Pub Type— Opinion Papers (120)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Book Reviews, Cultural Differences, Cultural Influences, Developing Nations, 'Economically Disadvantaged, 'Latin American Culture, 'Latin American Litersture, 'Latin American Culture, 'Latin American Servall, Portugal The twin emigration sagas of Ferreira de Castro (1898-1974), ''Emigrantes'' (1928) and ''A Selva'' (1930) embody what has been described as the primary driving forces of emigration: hunger and injustice. The main protagonists of 'Emigrantes' and ''A Selva,'' Manuel and Alberto, illustrate these forces. Manuel, a middle-aged Portuguese farmer decides to improve his and his family's lot by going to Brazil. Alberto is a young, university-educated son of a prominent Portuguese family who is forced to leave his homeland due to political forces. The protagonists' early limitations of character, their experiences and disillusionments in the New World, and finally their role as victims of the process of emigration is examined in this paper. From disillusionment emerges redemption and new insight; enlightenment comes through human relationships experienced in the New World. (NL)

ED 291 629

SO 018 621

ED 291 629 SO 018 621

Ligroet, Johan

Arts Education in a Multicultural Society. The
CDLC's Project No. 7, "The Education and
Cultural Development of Migrants." Proceedings of the International Conference on Intercultural Curriculum (4th, Bergen, Netherlands,
Netherlands, 23-27, 1947). February 23-27, 1987). council for Cultural Cooperation, Strasbourg

(France). Report No.—DECS-EGT-87-16

Pub Date

Pub Date—5/
Note—38p.

Available from—Council of Europe, Council for
Cultural Co-operation, School Education Division, Strasbourg, France.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MP01 Plus Postage, PC Not Avail-

Pub Type—c. MF01 Plus Postage. PL Two Annable from EDRS.
Descriptors—Art Appreciation, *Art Education, *Cultural Activities, *Cultural Awareness, Cultural Education, Culture, Curriculum Development, Elementary Secondary Education, Fine Arts, *International Education, *Multicultural Education, Music, Program Improvement, Theater Arts, Visual Arts
This booklet details the proceedings of an international conference focusing on education in the arts in a multicultural world. An international perspective can be gained by encouraging the teaching of

tional conference focusing on education in the arts in a multicultural world. An international perspective can be gained by encouraging the teaching of literature, music, arts, and drama in an culturally-unbound way, by establishing a progressive means of interpreting other cultures and other arts, and by escaping the teaching of the dominant culture. A variety of innovative techniques are recommended, such as the teaching of minority art history, establishing a system of minority artists in the schools, and developing an intercultural program in drama, music, and the applied arts. Arts arise from different philosophical, spiritual, and social backgrounds. A person can use this diversity to eliminate separateness by providing direct experiences which are not based solely on common elements. Proposals from the conference included: (1) organizing an information data bank and (2) stimulating positive discrimination in teacher recruitment. Among the major concerns were the upgrading of teacher training, the design of graduate courses, organizing follow-up conferences, and the provision of interculturalism within curricule. (NL)

SO 018 633 ED 291 630

A Comparative Study of the Pre-Professional Skills Tests (PPST) Test Scores of Pre-Service Teachers at Mankato State University. Pub Date—87

Teachers at Mankato State University.

Pub Date—87

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MFDL/PCD1 Plus Postage.

Descriptors—Cognitive Ability, Cognitive Measurement, Comparative Analysis, Educational Research, Intelligence, Labeling (of Persons), "Preservice Teacher Education, Sex Discrimination, "Teacher Stereotypes, Womens Education, Teacher Stereotypes, Womens Education, Teacher

SO 018 640 ED 291 631

Oswald, James M. Preparing for Travel in India. Pub Date—87

Pub Date—87
Note—23p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Buddhism, Caste, Developing Nations, Foreign Countries, Islamic Culture, *Rail Transportation, *Tourism Identifiers—"India
The complexity of the Indian society can be overwhelming, and preparation for travel in India requires careful and detailed advance planning. Practical suggestions are provided for travelers to

help them understand cultural differences, avoid illnesses, and select appropriate clothing for the in-tense heat. Explanations are given about the monetary system, exchange rates, accommodations, tipping, and kinds of food, as well as guidelines for meeting and interacting with the Indian people. Suggestions are also made for obtaining a wide variety of necessary services. (NL)

SO 018 657

Dunn, Phillip C. And Others
Promoting School Art: A Practical Approach.
National Art Education Association, Reston, Va. Pub Date-87

Promoting School Art: A Practical Approach.
National Art Education Association, Reston, Va. Pub Date—87
Note—68p.
Available from—National Art Education Association, 1916 Association Drive, Reston, VA 22091.
Pub Type—Guides - Non-Classroom (055) —
Opinion Papers (120)
EDRS Price - MF61 Plus Postage. PC Not Available from EDRS.
Descriptors—"Art Education, "Childrens Art, Community Cooperation, Cooperative Planning, Curriculum Development, Educational Finance, Participative Decision Making, "School Community Relationship, Student Projects, "Teacher Administrator Relationship
This publication provides art educators with a plan for becoming effective advocates for school art programming and management. Chapter 1 is designed to stimulate change in programs that train art educators, to offer practical guidelines and techniques for obtaining operational support for school art programs, and to describe various marketing strategies for these programs. The importance of opening, maintaining, and enhancing levels of communication with educational decision makers who want to maintain effective school and community relations, as well as the need to develop leadership, is stressed. Chapter 2 describes the organization of schools, budgeting process, sources of school funding, function of the school board, and planning strategies. It explains how the art educator can assist the school district by supporting programs and activities designed to promote the system. Eleven planned steps for communication with administrators and school boards are suggested. Chapter 3 describes the legislative process in relation to the arts and techniques for effective lobbying. It also provides a list of associations concerned with art at the national, state, and local levels and describes the development of an art organization, with a step-by-step format. Chapter 4 explains the use of the media for desired publicity, with suggestions for obtaining and designing publicity releases. Sample publicity releases are included. Chapter 5 discusses the gro

ED 291 633 SO 018 673

Gumport, Roberta H.
[Films: China and Japan].
Illinois Univ., Urbana. Center for Asian Studies.
Pub Date—Feb 87

Note-6p.

Available from—Asian Cinema Studies Society,
2090 FLB, 707 S. Matthews, University of Illinois, Urbana, IL 61801.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

MEDI/PCDI Plus Postage.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Vasian History, Audiovisual Aids, "Chinese Culture, Cultural Awareneas, Educational Resources, Film Production, Foreign Countries, "Foreign Language Films, Instructional Films, Multicultural Education Identifiers—"China, "Japan The history of filmmaking in China and Japan and film usage in teaching are considered in this document. Pointing out how films describe historical context and culture, the document also describes various techniques of film making. Films in China were heavily influenced by western models and have tended to be tools of the power structure, as reflected by the Goumindang government, which enacted strict censorship laws in 1930 preventing the release of films that were: (1) critical of the regime, (2) dealt with the war with Japan, or (3) presented unfavorable social realities. Currently, there is a movement toward artistic freedom within strict limits. The film industry in Japan, thriving since the early 1900s, experienced the artistic growth of Japanese films as a result of freedom from corresponding restrictions imposed by the war. Jap

RIE JUL 1988

anese films are divided into two categories: (1) con-temporary life films; and (2) period films. An over-view of the films of five influential Japanese film makers and a brief list of their films is provided. There are numerous Chinese films available for rent and a brief description of five classic films made between 1937 and 1969 is included. Descriptions of films available for classroom use are included. (NL)

ED 291 634

SO 018 674

Crane, Louise rtainment Films and Video in Africa. is Univ., Urbana. African Studies Program.

Crone. Louise
Entertainment Films and Video in Africa.
Illinois Univ., Urbana. African Studies Program.
Pub Date—Feb 87
Note—6p.; Article printed on colored paper.
Pub Type—Reports - Descriptive (141)
EDRS Price —MF01/PC01 Plus Postage.
Descriptors—"African Culture, "African History,
Audiovisual Aids, Censorship, Cultural Awareness, Developing Nations, Educational Reaources, Film Production, "Films, Foreign
Countries, Instructional Films, Multicultural Education, Multimedia Instruction, Second Languages, Tribes, World Problems
Identifiers—"Africa
The film industry in Africa began in 1963. Since
them, development has been slow because of funding
problems and political restrictions. Television is
available to only a fraction of the population and
imported programming represents almost one-half
of the programming. However, there are some successful African produced television programs. The
themes and contents of the films tend to reflect a
changing culture, social problems, and colonialism.
The work of five filmmakers is discussed in this
paper, including four films of Ousmane Sembene
("Coddo," "Borrom Sarret," "Mandabi," and
"Xala"). Sembene's themes concern the African
elites and greed, and "Ceddo" has been banned by
the government of Senegal. Souleyman Ciase's
"Baara" concerns poor and illiterate Africans and
the struggle to survive urban life. In Paul Zoumbara's "Jours de Tourmentes", a western educated
man tries to introduce modern farming techniques
in his home village against opposition from the tribe
and his own father. Haile Gerima" in film, "Harvest:
3000 years", the story of three generations in an
Ethiopian family, has been highly praised by critics.
Ross Derrish's "The Happy Valley" is set in the
1930s and is an expose of the expatriate aristocracy
of Kenya. Ordering information is provided. (NL)

ED 291 635 SO 018 675

is Univ., Urbana. Russian and East European

Center.
Pub Date—87
Note—6p.; Article is printed on colored paper.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Audiovisual Aids, "Comsomism, Democracy, "Film Production, Films, "Foreign Language Films, Freedom of Speech, History, "Multicultural Education Identifiers—"USSR.
Recents secretal and political characters in the USSR.

Speech, History, "Multicultural Education Identifiers—"USSR.

Recent social and political changes in the USSR have made available some 60 previously unreleased films, which were produced during the last 20 years and withheld from release by the Union of Soviet Filmmakers. In 1986, much of this group's leadership was removed leading to an atmosphere more favorable to wider distribution. Some of these films have now been released within the USSR. One of these films have now been released within the USSR. One of these films have now been released within the USSR. One of these films have now been released within the USSR. One of these films have now been released within the USSR. One of these films have now been released within the USSR. One of these films, obtain the subjects not usually portrayed in Soviet films. Opposing reviews of the film have been published, a policy not customary in the past. Other themes found in these films include the evils of Staliniam (especially as represented in "Repentance," directed by Tengis Abuladze). World War II and nuclear war. Animated films for children are being successfully marketed shroad, as are Soviet films generally. A discussion of several films is included in this brief review, a 13-item bibliography is provided, and rental information for Soviet films is listed. (NL)

ED 291 636

SO 018 678

Ploghoft, Milton
Children and Television: A Basic Concern in Social
Science Education. Occasional Paper No. 6.
Ohio Council for the Social Studies, Oxford.
But Development

Note—26p.; A product of the Higher Education Interest Group.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiences, Child Development,
*Childrens Television, *Citizenship Responsibility, *Critical Thinking, Curriculum Design, Curriculum Enrichment,
Popular Culture, Public Affairs Education, Student Interests, Television Commercials, Television Research, *Television Viewing
Television viewing by children is a major concern of parents, legislators, and educators in the United States today. By high school graduation a young person will have watched 15,000 hours of television as compared to 11,000 to 12,000 hours spent in school. Concerned groups fear a loss of reading ability, the development of a consumer mentality, and passive development. An alliance between the home and the school is a promising means of confronting the problem. This document provides curriculum plans utilized by schools in Oregon, Idaho, and New York to teach critical skills needed to analyze the content of television programming and provide classroom experiences in analyzing television commercials. The classroom studies of television news programming prepare students for their roles as citizens by development and subjective reporting. Eintertainment programs are used for language skill development and social analysis. A 21-item bibliography is included. (NL)

ED 291 637

SO 018 687

Mehran, Golnar
The Socialization of Schoolchildren in the Islamic
Republic of Iran: A Study of Social Studies
Textbooks,
Pub Date—87

Pub Date—87

Note—44c; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-13, 1987).

Available from—Goinar Mehran, 838 N. Daheny, Apt. 1402, Los Angeles, CA 90069.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Ideology, Interna-

able from EDRS.

Descriptors—Foreign Countries, Ideology, International Education, *Islamic Culture, Moral Development, Moral Values, Political Attitudes,
Political Socialization, Religious Conflict, Religious Education, Religious Factors, *Socialization, *Social Studies, Social Values, *Textbook
Bias, *Textbook Content, *Textbook Evaluation,
Textbook Research, Traditionalism, Values Education.

cation
Identifiers—*Iran
Social studies textbooks currently used in Iran
have been rewritten since 1979 to achieve the socialization of children into current Islamic political
thought. An analysis of the content of current social
studies textbooks concludes that explicitly political
textbooks are used to teach state approved values
and appropriate political behavior while preparing
children to become citizens in a country with a narrowly defined framework of government is to use
schooling to prepare such citizens, and the social
studies textbooks used in the achools today successfully reflect these values. Islam is presented as a
political religion and the topics included are used for
conscious political ends. The world is presented in
black and white terms, including the depiction of
the former Pahlavi regime as corrupt and degrading,
the United States and the West as the enemy, and
political dissent as nonexistent. This paper, which
analyzes content, is limited to determining what
stort of ideal person the new Islamic textbooks wish
to create; it is not intended to measure the effectiveness of the textbooks in attitude formation. A
57-item bibbiography is included. (NL)

ED 291 638

Kransdorf, Martha
Frances Elsenberg at Canoga Park High School,
1946: Prelude to McCarthyism in the Los Angeles Public Schools.
Pub Date—30 Apr 87

Note—13p.; Paper presented at the Annual Meeting of the International Society of Educational Biography (Montreal, Quebec, Canada, April 30, 1987).
Pub Type—Speeches/Afanica

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Freedom, "Civil Rights, Democracy, Due Process, Elementary Secondary Education, Freedom of Information, "Freedom of Speech, Freedom Schools, "Political Influences, "Political Issues, Politics of Education, Privacy, Social Change, "Teacher Rights, Unions Identifiers—"Elsenberg (Frances)

Targeted by the "California Fact-Finding Committee on Un-American Affairs" in 1946, Frances Eisenberg subsequently was dismissed from the Los Angeles Public School System after 20 years of teaching, In 1947, the "Tenney Committee" introduced eight bills in the California legislature to prevent the teaching of controversial subjects in elementary schools and to increase legislative control over textbooks. Eisenberg was charged with "indoctrinating with subversive ideologies" in the small rural agricultural community of Canoga Park, California. In spite of strong parental and student support, Eisenberg, a teacher of journalism and English and the faculty advisor for the school newspaper, became the target for suspicion and hostility during a period of nationalism. Known anti-Semites were called as witnesses against her as well as students who had never been in her classes. Although the board of education appointed a committee which investigated the charges and completely cleared her, she lost the rosition in 1954. During this period the superintendent of the Los Angeles Schools required teachers to read a bookiet on Americanism and to sign a loyalty oath. (NL)

SO 018 707

ED 291 639

Amadio, Massimo, Comp. And Others

Educacion y Puebios Indigenas en Centroamerica:

Un Balance Critico (Education and Indigenous

People in Central America: A Critical Balance),

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile), Regional Office for Education in Latin America and the

Caribbean.

Pub Date-May 87

Caribbean.
Pub Date—May 87
Note—146p. Papers presented at a United Nations Educational, Scientific, and Cultural Organization subregional seminar workshop on training indigenous teachers in Central America and Panama (Guatemala, July 1985).
Language—Spanish
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cultural Pluralism, Curriculum Development, Demography, "Developing Nationa, "Educational Anthropology, "Educational Development, "Ethnic Groups, Ethnic Relations, Foreign Countries, Global Approach, "Indigenous Populations, International Education, "Multicultural Education, Tribes, World Problems Identifiers—"Central America
Global society is polarized between the modern

Rural Education, Tribes, World Problems Identifiers—*Central America
Global society is polarized between the modern capitalist sector and the marginal sector, which is composed of indigenous, poor, and ethnic, tribal people. The problems of education for groups in Latin America, key issues in planning to meet their needs, and strategies to resolve them, are the focus of this publication. Nine papers provide a general analysis of the quality and efficiency of current educational programs, socio-economic conditions, and political influences affecting educational planning. The goals of this United Nations Educational, Scientific and Cultural Organization conference project are to assure education before 1999 for all children of school age, to offer a minimum of general education of eight to ten years, to eliminate illiteracy before the year 2000, and to upgrade the quality and efficiency of the educational systems through needed reforms. The document is divided into three parts that include: (1) some suggestive theoretical pointers and a series of critical analyses; (2) a synthesis of past education programs for indigenous people; and (3) indicators for future planning. Crucial unresolved issues discussed include assimilation, integration, bilingual education, cultural pluralism, and decolonization. Charts are included that note the locations and populations of various tribes of the indigenous people in this region. (NL)

SO 018 794

Miller, Steven L. And Others

Economics and National Security. Supplementary
Lessons for High School Courses.

Ohio State Univ., Columbus. Mershon Center.

Spons Agency—Ford Foundation, New York,
N.Y.; W. Alton Jones Foundation, Charlottesville, VA.

Pub Date—87
Note—199p.
Available from—Publications Manager, Citizenship Development for a Giobal Age Program, Mershon Center, 199 West Tenth Avenue, Columbus, OH 43201-2399.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC0S Plus Postage.
Descriptors—*Economics Education, Educational Resources, High Schools, Instructional Materials, Integrated Activities, *National Defense, *National Security, Social Studies, Teaching Methods, United States Government (Course)
The goal of this book is to help teachers deal more effectively with national security topics in their economics courses. The lessons are designed to introduce national security ideas and concepts into the classroom by filling gaps in textbook coverage and enriching current textbook treatment of national security topics. The lessons are grouped into six sections corresponding to major divisions of subject matter in a high school economics course. Section 1 contains eight lessons dealing with fundamental economic concepts. Section 2 has five lessons on topics illustrating microeconomic concepts related to markets, supply, and demand. Section 3 contains six lessons on warious macroeconomic concepts related to market structure and market failure. Section 4 presents six lessons on various macroeconomic concepts. Section 5 includes five lessons dealing with international economic concepts. Section 6 contains four lessons relevant to economic decision making and measurement concepts. Section 6 contains four lessons relevant to economic decision making and measurement concepts. Section 6 contains four lessons with the textbook, (6) exercises and application activities on reproducible handouts for student, and (7) suggested readings. (SM)
ED 291 641

SO 018 796 Visual Arts: Program Guidelines K-12.
Dependents Schools (DOD), Washington, D.C.
Report No.—DS-2620-1
Pub Date—Nov 86 ED 291 641

Report No.—DS-2620-1
Pub Date—Nov 86
Note—69p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MFDL/PC03 Plus Postage.
Descriptors—"Art Education, Art History, Art Materials, Art Products, Art Teachers, Course Content, Curriculum Development, Elementary Secondary Education, Evaluation, Facility Guidelines, Instructional Materials, Program Development, "Visual Arts
This guide was designed to provide a sequential art program for grades kindergarten through 12 and to assist teachers and administrators in maximizing the use of available resources. The program also reflects recent trends in art education that encourage the development of understanding and appreciation of art heritage, aesthetic perception and visual thinking, and critical judgment. Participation in creative expression is also encouraged. The essential components of a quality program are detailed in section 1, along with the philosophy, goals, and the roles played by the classroom teacher, art specialist, and administrator. The scope and sequence for kindergarten through sixth grade and course descriptions and objectives for grades 6-12 are presented in sections 2 and 3. Recommended time frame per class, weekly time allotments for elementary art instruction, and recommended course length for grades 6-12 are described in section 4. Guidelines for evaluating student work are discussed in section 5. Supplies and equipment that are required for a quality program are detailed in section 6, and space requirements and specifications for an adequate art facility are provided in section 7. The document concludes with a listing of periodicals and art organizations to help art teachers achieve professional growth and development. (SM)

ED 291 642 SO 018 800

Akalin, Cem
Learning by Helping: Young Germans Do Volun-teer Work Abroad. Sozial-Report.
Inter Nationes, Bonn (West Germany).
Report No.—SR-10-87(e)

Report No.—SR-19 Pub Date—Oct 87

Note-18p. Available Note—18p.
Available from—Inter Nationes, Kennedyalle
91-103, D-5300, Bonn 2, Federal Republic of
Germany.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developing Nations, Foreign Countries, International Programs, International Relations, "Public Service, "Student Volunteers, "Voluntary Agencies, "Volunteers, "Young Adults, Youth Agencies, Youth Opportunities Identifiers—West Germany
A tradition of service abroad by Germany's youth has a long history. Many of the earlier activities by German overseas organizations developed after the First and Second World Wars as an attempt to promote peace and reconciliation between Germany and other countries. Reconciliation work is still being done in Israel, the Netherlands, and Poland. The "International Civilian Service" and the Christian Peace Service were formed after the First World War to promote pacifism. The Action Committee World Peace Service were formed after the First World War to promote pacifism. The Action Committee World Peace Service serves as an umbrella organization for three reconciliation services whose goal is to promote peace between Germany and the countries it fought during Second World War. A second purpose for the youth exchange between Germany and other European countries is to instill a sense of European awareness and identity in the young people. A third reason for service shroad is to provide young people the opportunity of showing solidarity with developing nations and becoming actively involved in community projects in those countries. The 1969 Development Volunteer Act Gamended in 1986) forms the legal basis for West Germany's Development Service, which provides support for young Germans serving in a developing country. Most of the programs today are directed toward social problems, ecology, peace and international solidarity, all of which are subjects in which young people show deep interest. The range of projects is broad, enabling each individual to make a choice close to his or her personal inclinations.

Energy Management in Schools.
Canadian School Trustees Association, Ottawa (Ontario).

Canadian School Trustees Association, Ottawa (Ontario).

Report No.—ISBN-0-920632-25-4
Pub Date—Jul 87
Note—559.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MFDI/PC03 Plus Postage.

Descriptors—Administration, "Building Operation, "Climate Control, "Conservation Education, Energy Conservation, Energy Management, Fuel Consumption, Heat, Motor Vehicles, Operating Expenses, Utilities, Water Resources

Identifiers—Canada
This booklet provides the basic information for starting an energy conservation program. Guidelines for involving all school personnel and promoting energy conservation throughout the entire Canadian education system are provided. Outlined in the booklet are methods for climate proofing the building envelope and making the system air tight, conserving energy in administrative offices and public areas, effective use of heating, ventilation, and air conditioning systems, and management of lighting systems. Ways to conserve energy in the cafeterias and kitchen areas comprises a large segment of the manual. Ways to conserve energy in school grounds through management of lighting systems and conserving fuel through maximizing use of vehicles are detailed. The concluding section provides an outline for setting up and running an effective energy management program. (SM)

SO 018 808 ED 291 644 Ross, Robert Beals, Ed.

Ross, Robert Beaus, Ed. The World = Le Moede. Canadian International Development Agency, Ot-tawa (Ontario), Canadian School Trustees Asso-ciation, Ottawa (Ontario). Report No.—ISBN-0-920632-24-6 Pub Date—87

Pub Date—87
Note—68p.
Available from—Canadian School Trustees' Association, 124 O'Comor Street, Suite 505, Ottawa, Ontario, Canada KIP 5MA (no cost).
Language—English; French
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Cataloga (132) — Multilingual/Bilingual Materials (171)

(171)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Developing Nations, Disarmament, Economic Development,
Educational Development, Elementary Secondary Education, *Global Approach, Hunger, *Instructional Materials, *Multimedia Instruction.

Peace, "Resource Units, "World Problems
This publication provides a directory of useful resources for educators on specific topics and dountries pertaining to development issues. It includes publications, slide-shows, kits, games, descriptions of each resource, photographs, and small maps of 22 countries. The materials are presented in French and English and are organized into four sections on (1) regions, (2) subjects, (3) sources, and (4) resource centers. The subjects include food, aparantiphets, environment, hunger, geography, health, militarism, multinationalism, peace, and technology. Ordering information is provided. Maps and pictures are included. (NL)

ED 291 645

SO 018 810

Ediger, Marlow Geography in the Social Studies. Pub Date—28 Jan 88

Geography in the Social Studies.
Pub Date—28 Jan 88
Note—219. Opinion Papers (120) — Guides Note—129. Opinion Papers (120) — Guides Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Curriculum Development, Elementary Secondary Education, "Geography, "Geography Instruction, Instructional Effectiveness, "Social Studies, Teaching Methods
A discussion of geography's place in the curriculum and suggested methods for teaching geography are presented in this paper. Geography may be included in the curriculum in a variety of ways, such as infusing it throughout the curriculum or designing an integrated curriculum with geography as the core. Principles of learning derived from educational psychology should form the basis for teaching geography. The geography curriculum must streas:
(1) interesting experiences for students; (2) mean-inful learning opportunities; (3) purposeful leasons and units; (4) provision for individual differences in the classroom; (5) balance among diverse objectives; and (6) appropriate sequencing of activities. The study of different philosophies of education will help teachers attain clarity of ideas pertaining to each philosophic of deducation way provide a basis for rational decision-making in terms of objectives, learning activities, and appraisal procedures, Microcomputer use and the variety of available software add other dimensions that provide for individual differences among students. (SM)

SO 018 811

SUPPLY SEAVING STATES AND SUPPLY SEAVING STATES OF SUPPLY STATES AND SUPPLY SUP n Div.

Pub Date-Sep 87

Pub Date—Sep 87

Note—97p.

Journal Cit—Current Population Reports; Series
P-25 n1010 Sep 1987
Pub Type—Numerical/Quantitative Data (110) —
Collected Works - Serials (022)
EDRS Price - MF0L/PCU4 Plus Postage.
Descriptors—*Census Figures, Geographic Distribution, Population Distribution, *Population Growth, *Population Trends, Primary Sources, Secondary Education, Social Studies, State Surveys

Secondary Education, Social Studies, State Surveys
Since 1981, the preponderance of population
growth has been in the South and West, 1986 population estimates show. California, Texas, and Fiorida accounted for 53 percent of the national
population growth from 1980 to 1986, while Florida
passed Illinois to become the fifth most populous
state in 1986. Declines in energy-related industries,
however, slowed growth in the South and West as
growth rates fell sharply the last 3 years in Texas,
Louisians, and Utah. The nation's population continues to age, as the median increased from 30.0
years in 1980 to 31.7 years in 1986. Because of
changes in the age structure, households have
grown faster than the total population during the
1980s. There are more males than females in
Alsaka, Hawaii, Nevada, North Dakota, and Wyoming. Males under 18 are the majority in all states,
but by age 18 to 24, women predominate in about
half the states. The data are illustrated in charts and
tables. (SM)

ED 291 647

SO 018 825

Holland, Lynn
The Principle of Cognitive Consistency and Central American Policy: A Comparison of the Carter and Reagan Administrations.

Pub Date—12 Oct 87

Note—39p.; Paper presented at the Pacific Ceaat-Council on Latin American Studies (Tempe, AZ, October 12, 1987).

Pub Type—Reports - Evaluative (142)

EDRS Price - MFD1/PC02 Plus Postage.
Descriptors—Cognitive Processes, Foreign Countries, "Foreign Policy, "International Relacions, "National Security, Perception, Political Science, World Affairs Identifiers—Carter Administration, "Central America, Reagan Administration
The principle of cognitive consistency, formulated by Jack Snyder, explains decision-making under stressful conditions. Snyder contends that decision-making under stressful conditions creates a drive toward cognitive consistency and brings into operation tendencies: (1) toward a perception of certainty about an opponent's intention and the righteousness of one's own position; (2) toward perceiving the principal values in the situation as consistent rather than inconsistent; and (3) toward adopting a strategy of compellance rather than negotiation. A revised model of this principle is used to evaluate foreign policy toward Central America during the Reagan administration and to contrast it with that of the Carter administration. Critical events preceding Reagan's election produced uncertainty in foreign affairs during his administration. Under Reagan, aid to El Salvador and Honduras increased dramatically and three new Central American countries received increased aid. The Carter administration was marked by a more analytical model of decision—making as exemptified by the policy on human rights. A "normalization" of the situation in Central American should bring about the return of analytical decision—making according to this model. The signing of the Arias Peace Plan and the tentative negotiations which followed suggest that watchful accommodation will replace the current policy of military intervention. Thirty-one footnotes are included and an appendix provides a series of graphs and charts (SM)

ED 291 648 SO 018 826

Hergesheimer, John And Others
Model Course Outline for the Individual in Politi-cal, Economic, and Social Systems.
Pub Date—Mar 85

cal, Economic, and Social Systems.
Pub Date—Mar 85
Note—21p; Document includes some broken type.
Pub Type—Guides - Classroom - Teacher (652)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Citizenship Education, "Civics, Course Descriptions, Course Organization, Curriculum Development, "Economics, Grade 12, "Political Science, Secondary Education, Social Studies, "United States Government (Course) Identifiers—California History Social Science Framework (1981)
This guide illustrates a way to organize the 12th grade social studies course according to the "1981 California History/Social Science Framework."
The guide is introduced with a listing of the model curriculum standards for teaching United States government, civics, and economics. Also provided are the basic concepts from the History/Social Science Framework which are integrated into each of the six units. The goals which comprise the content of each unit are structured in such a way as to indicate topics of study and suggest possible objectives. Unit 1 presents goals and concept for socialization of the individual in comparative societies. Unit 2 is a study of United States and California government. Units 3, 4, and 5 are comparative in scope, focusing on the individual in political, legal, economic, and social systems of selected countries. Unit 6 focuses on the current interdependence of countries. (SM)

ED 291 649 SO 018 82 International Dimensions of Education, Position Paper and Recommendations for Action, November 1985. SO 018 827

Council of Chief State School Officers, Washington, D.C.

D.C.
Pub Date—Nov 85
Note—19p.
Available from—Council of Chief State School Officers, 400 North Capitol, N.W., Washington, DC 20001.

Pub Type— Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDIES Price - MFUI Fus Fostage, FC Not Avairable from EDRS.

Descriptors—Board of Education Role, Cross Cultural Studies, Elementary Secondary Education, Federal Government, "Global Approach, "International Education, Lucal Government, "Second

Languages, Social Studies, State Boards of Educa-tion, State Departments of Education, Universi-

tion, State Departments of Education, Universities
This statement includes the Council of Chief State
School Officer's (CCSSO) position on the international dimensions of education and presents a series
of proposed action steps. The international dimensions of education are fourfold: (1) the capacity to
communicate in languages other than English; (2)
understanding of other nations, cultures, and people; (3) the capacity to compare educational systems
across national boundaries; and (4) the exchange of
educational practices. The recommendations are directed at the CCSSO, federal agencies, state education agencies, local education agencies, and colleges
and universities. Among the recommendations are
the following: the CCSSO abould provide leadership
in improving the quality of second language study
and the teaching of international education; federal
agencies should strengthen the international education capacities in the U.S. Department of Education
programs through mission statements addressing
cross-national studies; state education agencies
should work with state boards of education to establish policy statements improving and expanding the
international dimensions of education; local education agencies should support programs designed to
strengthen second language study and international
education; college and universities should establish
second language requirements for admission. (SM)

ED 291 650

SO 018 831

ED 291 650

Lam, Tony C. M. Gamel, Nona N.

Bilingual Education Evaluation System: Abbreviated Recommendations for Meeting Title VII Evaluation Requirements.

RMC Research Corp., Mountain View, Calif. Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 87

Contract—300-85-0140

Note—28p.; Abridged version of the contract of the cont

Note—28p; Abridged version of the Bilingual Edu-cation Evaluation System "Users' Guide." Pub Type— Legal/Legislative/Regulatory Materi-als (090)

Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MFDI/PCR2 Plus Postage.
Descriptors—"Bilingual Education, Bilingual Education Programs, Bilingual Students, Educational Policy, "Evaluation, Evaluation Criteria Identifiers—"Bilingual Education Act 1984, Elementary Secondary Education Act Title VII This document is designed to be used with the "Users' Guide". It is written for practitioners who are interested in meeting the federal regulations governing the evaluation of Title VII projects but do not have evaluation training. Six types of bilingual projects are required to fulfill the evaluation requirements specified in the June 19, 1986 Bilingual Education Regulations (Sections 500.50, 500.51; 500.52); (1) transitional (basic) projects; (3) special alternative instructional (basic) projects; (3) special alternative instructional (basic) projects; (4) scademic excellence projects; (5) special population projects; and (6) family English literacy projects. Part 1 of this document is a copy of the June 19, 1987 evaluation regulations. Each requirement is presented again in part 2, followed by recommendations of what Title VII grantees should do to satisfy the regulation. Suggested evaluation activities are briefly described. (SM)

ED 291 651 SO 018 833

Nyquist. Corinne
Human Rights and Citizenship: A Community
Resource Manual. Foreign Area Materials Center Occasional Publication 27.
New York State Education Dept., Albany. Center
for International Programs and Comparative

Studies.

Spons Agency—Department of Education, Washington, DC.

Pub Date—81

Note—34p.

Pub Type— Reference Materials - Bibliographies

(131) — Guides - Non-Classroom (055)

EDRS Price - MF0L/PC02 Plus Postage.

Descriptors—"Art Education, Audiovisual Aids, Citizenship Education, Civil Liberties, "Civil Rights, Educational Media, Educational Resources, Global Approach, Information Sources, International Liberties, International Law, Secondary Education, Social Studies, Visual Aids, World Problems Identifiers—Human Rights Commission

Human Rights Week (December 10-17) has been proclaimed by the U.S. President for a number of

years because Bill of Rights Day (December 15) and Human Rights Day (December 10) are observed within a week's period. This comprehensive survey of resources for the study of human rights contains books, films, filmstrips, organizations, and learning activities. Section 1 provides contact groups for obtaining pamphlets and posters for publicizing Human Rights Week. Section 2 presents over 30 non-governmental and governmental LUS.-based organizations that may provide material and publications in the international human rights field. People and groups in the community who may be used as resources are described in section 3. Section 4 describes an exhibit relating human rights and gives instructions for setting up the exhibit. Section 5 outlines learning strategies that may be used in a classification of the property of the section of the setting or in a community group. Section 6 is lines learning strategies that may be used in a class-room setting or in a community group. Section 6 is an annotated bibliography of the 10 most wanted books on human rights. Section 7 is a general bibli-ography including books and periodicals. The docu-ment concludes with a media bibliography of films, filmstrips, records, multimedis, and film catalogs to be used in the study of human rights. (SM)

ED 291 652 SO 018 843 Berard, Barbara K. Huppertz, Nancy A Model Program for Statewide Title IX Capacity

Building. Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC. Pub Date—87 Grant—G008610633

Grant—G008610633
Note—171p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Educational Resources, Elementary
Secondary Education, *Equal Education, Exhibits, Inservice Teacher Education, Mathematics
Education, Science Education, *Sex Pairress, Sex
Stereotypes, Social Studies, Training, Visual Aids,
Womens Studies
Identifiers—*Title IX Education Amendments

Identifiers—Title IX Education Amendments 1972
This manual is intended to increase awareness of Title IX and related equity issues at the local school district level by providing materials and resources to specialists in school districts. The manual: (1) describes a model traveling equity resource display; and (2) provides instructions, agendas, and participant materials for a two-day training workshop. Sample display materials and order lists that describe how to obtain items in the display are provided in section 1. Items for the display may be obtained both free of charge and at cost from various equity organizations. Section 2 includes a description of the two-day training workshop and selected samples of workshop materials. The workshop is designed to train local school districts. The workshop comprises four major topic areas: (1) Title IX; (2) women's history; (3) mathematics; and (4) science and computer equity. The following materials are provided for the four components of the workshop; (1) goal statements and content; (2) trainer instruction sheets for the activities; (3) activities handout; and (4) agends for a sample workshop. (SM)

ED 291 653 SO 018 852

Grove, Cornelius Lee
Novas Ordo Seclorum: Or Why Americans Handle
Time in Peculiar Ways.
AFS International/Intercultural Programs, Inc.,
New York, N.Y.
Pub Date—Jan 88

New York, N.T.
Pub Date—Jan 88
Note—Jap.
Bub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Awareness, Cultural Background, Cultural Influences, *Cultural Traits, *Time, Time Management
"A new order of the ages (is born)," is the meaning of the Latin phrase "novus ardo sectorum"
which can be found on the back of a U.S. dollar bill.
U.S. citizens are concerned with the passage of time, the near future, acting in a timely manner, and accomplishing tasks efficiently. These traits have become part of the national character. Efficiency is the U.S. cultural value that most explains the characteristic approach to business, allowing a desire for hort-term profits to eclipse concern for long-term competitiveness. The reasons for this proccupation with time and efficiency result from the birth and

development of the United States as a nation. When the new world was first colonized, hard work and efficiency were essential for survival. One of the most influential faiths was Calvinism, which held that worldly prosperity was an outward sign of salvation. An influential later period in U.S. history was the time of frontier settlement, during which survival depended on getting necessary tasks done in an efficient and effective manner. Basic cultural values and attitudes change at a glacial pace, and the outlook of many U.S. citizens in the late 1980s continues to be that individual worldly success is morally desirable and there is no reason why a person should not attain it with maximum efficiency. (SM)

SO 018 856

Dinham, Sarah M.
Dilessmas in Architecture Studio Instruction
search and Theory about Design Teaching.

Pub Date—87
Note—14p.; Paper presented at the Western Regional Meeting of the Association of Collegiste Schools of Architecture (Pomona, CA, October 20-23, 1987).
Information Analyses (070)

gional Meeting of the Association of Collegiate Schools of Architecture (Pomona, CA, October 20-23, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Architectural Education, Architectural Research, Behavioral Science Research, "Cognitive Development, Higher Education, "Students, "Teacher Role, "Teaching Methods Studio teaching takes place in a tradition-rich, complex setting where teachers fill myriad roles with diverse students. In this paper, which was drawn from a larger research program, illustrative findings about three aspects of architecture studio teaching are analyzed from the perspective of the existing literature on teaching and teachers' view-points. The three topics examined are: (1) an aspect of students' thinking; (2) teachers' conceptions of their roles; and (3) a typical instructional decision. A studio curriculum that considers the developmental nature of students' thinking needs to be designed. Students' thoughts about alternatives to design problems need to be fostered throughout the program. Teachers' roles are defined by their expectations for students' work and their knowledge of the topic. Teachers are involved in complex thinking and in making decisions as they teach. Skilled teachers are able to effectively draw upon and orchestrate large bodies of knowledge using skills uniquely suitable for the problem at hand. Decisions about instructional methods must rest on teachers' assumptions about the purpose of studio learning and the nature of student thinking processes. The studio teachers' challenges and dilemmas are complex and rich and deserve illumination through research. (SM)

ED 291 655

ers. Ywo J. D. A Documentation of Ethnic Conflict and Nation Building: Discussion Papers in Geolinguistics, No. 11. Revised Edition. North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies. Pub Date—87

SO 018 857

Pub Date—\$7

Note—39p.
Available from—Department of Geography, North Staffordahire Polytechnic, Stoke-on-Trent, ST4
2DF, United Kingdom (\$2.50).
Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Liberties, Civil Rights, *Ethnic Discrimination, *Ethnic Groups, Ethnic Relations, Ethnic Status, Ethnic Studies, Foreign Countries, Foreign Culture, Indigenous Populations, *Information Sources Identifiers—Europe
This document presents a bibliography of the lit-

Identifiers—Europe
This document presents a bibliography of the literature on ethnic and minority relations problems in Europe. Part 1 consists of a select bibliography which covers the period 1960 to 1985 and primarily contains European and North American materials. These materials (247 books and reports) document the effort of scholars to force the international community to deal with the matter of human rights and minorities. The bibliography includes French, German, and English research materials. The entries are alphabetized by author and include the title, publisher, and date of publication. Part 2 includes periodicals in which scientific contributions are published. Each of the 19 periodical listings includes the name of the periodical, editor, number of times published during the year, and address of the pub-

lisher. Part 3 is a listing of international non-governmental organizations concerned with the protection of the rights of ethnic groups. The goals of each of the 23 organizations are stated along with the name and address of the organization. (SM)

ED 201 656 SO 018 858

ED 291 656 SO 018 858 Golden, Carl And Others
American History (American Studies) Grade 11:
Course of Study and Related Learning Activities. History and Social Science Series.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—Curric-00-4081-40; ISBN-88315-337-8

Pub Date-86

Pub Date—86
Note—418p.
Available from—New York City Board of Education, Division of Curriculum and Instruction, 131
Livingston Street, Brooklyn, NY 11201 (\$9.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Pus Postage, PC Not Available from EDRS.
Pus Course Content Cultural Awareness.

EDRS Price - MFOI Plus Postage, PC Not Available from EDRS.

Descriptors—Course Content, Cultural Awareness, Curriculum Design, Educational Resources, Grade 11, High Schools, Instructional Materials, "Interdisciplinary Approach, Learning Activities, Secondary Education, Social Studies, State Curriculum Guides, Tesching Methods, "Thematic Approach, "United States History Using a thematic approach to history, this course investigates the changing machinery of government, the population composition of the United States, and the nature and challenges of U.S. foreign policy. The course is centered around four themes: (1) how do we govern ourselves? (2) who are we? (the pluralistic society); (3) how do we live together? (social and cultural development of our nation); and (4) how should the nation act as a world power? Art, literature, and music are used to broaden the students' sensitivities and insights. An interdisciplinary and cultural development of our nation); and (4) how should the nation act as a world power? Art, literature, and music are used to broaden the students' sensitivities and insights. An interdisciplinary approach incorporates the tools and understandings of the disciplines of sociology, anthropology, psychology, geography, history, economics, and political science. In section 1, each theme is divided into broad problems, and within each problem specific questions are raised. Subject matter content is indicated for each specific question. The learning activities in section 2 are developed around the significant problems of each theme. A variety of teaching methods are used in the activities, such as questions for inquiry, discovery, debates, simulations, case studies, examination of original documents, and individual research. Samples of instructional materials, specific lesson suggestions, suggested readings, and evaluative suggestions are provided. The guide concludes with the K-12 social studies philosophy and the K-12 social studies program scope and sequences. (SM) nces. (SM)

ED 291 657

SO 018 860

BED 291 657

Berreth, Aniela K.

An Annotated Bibliography concerning the Status
of History as a Discipline in the Curriculum of
American Public Schools.
Pub Date—Jun 87

Note—48p.; Exit Project, Indiana University at
South Bend.
Pub Type— Reference Materials - Bibliographies
(131) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Discovery
Learning, Elementary Secondary Education,
"History Instruction, Information Sources, Inquiry, Reference Materials, "Social Studies,
"United States History
Over 40 books and articles are annotated in this
study which evaluated the position held by the discipline of history in the social studies curriculum of
U.S. public schools. It was found that its position has
changed over the years. An effort was made to evaluate these changes and to recommend a desired
status for the discipline of history in the future. The
study first examined the curriculum and methodological changes known as the New Social Studies.
The rationale which led to the formation of the New
Social Studies was reviewed as were the inherent
difficulty lay with the inquiry method of instruction.
Historical knowledge garnered by students through
this method was too scattered to be of use in making
broad generalizations. Recommendations were that
history should be the underpinning upon which social studies is built. The many elective courses
spawned by the New Social Studies should be integrated into a greater vision of the world. History

should be that integrating discipline. (SM)

ED 291 658

SO 018 861

Ohles, John F. Gerald H. Read and the Development of Post-War International Study Tour and Seminar Pro-

grams. Pub Date

Note—16p.; Interview with Gerald H. Read. Ex-cerpts were published as "A Conversation with Gerald Read" in the Kappa Delta Pi Record, Win-

Note—lop.; Interview with Gerald H. Read. Excerpts were published as "A Conversation with Gerald Read" in the Kapps Delta Pi Record, Winter, 1986.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Pius Postage.

Descriptors—"Comparative Education, Cross Cultural Studies, Development, "Educational History, "International Education, "International Education, "International Educational Educational History, "International Education, "International Educational Education Edu

ED 291 659

SO 018 862

Actin, Poul Dictatorships and Repression against the Universities: The Transition to Military Rule in Latin America and the Impact on Euroliments in the Social Sciences.

Pub Date—Dec 86

Pub Date—Dec 86
Note—25p.; Graduate seminar paper, University of California, Los Angeles.
Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Freedom, Civil Liberties, Civil Rights, Educational Change, Educational Environment, Foreign Countries, Government School Relationship, Higher Education, "Institutional Autonomy, Role of Education, "Social Science Research, "Social Sciences, Student Rights, "Universities"

School Relationship, Higher Education, "Institutional Autonomy, Role of Education, "Social Science Research, "Social Sciences, Student Rights, "Universities Identifiers—Argentina, Brazil, Chile, Militarism, Repression, Urugusy
This paper focuses on the transition to military rule in Brazil (1964), Urugusy (1973), Chile (1973), and Argentina (1976) and examines the argument that the disciplines which lend themselves to analysis of the social order, such as the social sciences and humanities, are most often the target of political repression. Argentina, Urugusy, and Chile all had stable democracies for most of the 20th century, and each suffered an abrupt transition to brutal military rule. Brazil had a shorter tradition of democratic government when it fell to military rule in the 1960s. In each case the transition to military rule was followed by repression against scademic freedom, including purging of university faculty and students, closing entire departments and universities, and at times the murder of students and faculty by the military. The social sciences suffer more than other disciplines under repressive regimes because they sensitize students to problems inherent in the existing social order. In order to determine if student enrollment in social sciences decreased under authoritarian regimes, data were analyzed for each of the countries. The results tended to support the contention that the social sciences suffer under dictatorships. (SM)

ED 201 660

SO 018 864

Gregory, Alan The Media as a Source for School Economics

Gregory. Alan
The Media as a Source for School Economics.
Curriculum.
Pub Date—6 Dec 87
Note—43p.; Paper presented at the Conference of the Joint Australian Association for Research in Education and New Zealand Association for Research in Education (Christchurch, New Zealand, December 3-6, 1987).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDBS Price - MP01/PC02 Plus Postage.
Descriptors—*Economics, *News Media, News Reporting, Secondary Education, Social Science Research, Social Studies, *Television, Television Research, Television Surveys Identifiers—Australia (Melbourne)
This study was carried out to examine the issue of whether discipline-derived economics courses enhance student societal understanding. News and current affairs programs on Melbourne television throughout 1986 were surveyed, and the economic concepts and issues involved were examined. Of the 125 programs that comprised the sample, 90 (725) were news and 35 (28%) were current affairs. The programs were content analyzed. Findings indicated that: (1) 108 programs had economic items as a major category; (2) these programs comprised 86 news programs and 22 current affairs programs; and (3) a feature of this coverage was that the economic terms and concepts were rarely explained. Sixty senior students participated in a short pilot study to assess their comprehension and understanding of the economic items in the news. The teacher reported that: (1) students were surprised at the extent of the economic items in the news. (2) they realized that their recall of news items was short term; (3) they achieved a low level of understanding; and (4) they felt the items were not explained. (SM)

SO 018 865

SO 018 86
Bulleling a Leadership Network: Empowering
Teams of Teachers.
Pub Date—20 Oct 87
Note—18n Pub Pate—20 Oct 87

Pub Date—20 Oct 87
Note—18p; Paper presented at the Conference for the National Council for Geographic Education (Springfield, MO, October 20, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Perceivers. Elementers: Secondary. Education.

Descriptors—Elementary Secondary Education, Faculty Development, "Geography, "Geography Instruction, Improvement Programs, Inservice Teacher Education, Staff Development, Teacher Workshops

Instruction, Improvement Programs, Inservice Teacher Education, Staff Development, Teacher Workshops
This paper deacribes an inservice training project in Colorado funded by the National Science Foundation (NSF). The goal of the project is to create a self-sustaining and expanding network of trained leaders in geographic education. The project addresses: (1) the need to improve and expand the geographic literacy of U.S. citizens; (2) the "Guidelines for Geographic Education: Elementary and Secondary Schools (1944)," and (3) the initiation of local and regional activities in improving geographic education. The project is organized around these key principles: (1) staffing comprised of professional geographers and professional educators; (2) building on previous projects; (3) training leadership teams; (4) focusing training on the production of useful educational products; and (5) creating mechanisms that sustain and expand the teacher development process. During summer workshops, participants receive two weeks of intensive training, of which approximately two-thirds of the time is devoted to teaching geographic disciplinary trends, frameworks, concepts, themes, and skills and to their application in teaching and curriculum design. Continuous support is provided throughout the academic year through workshops. Academic credit at the graduate level during the project's summer phase is made available through the Geography Department of the University of Colorado, Boulder. (SM)

Your Official U.S. Constitution Sign-On Informa-tion and Documents.

National Conference of Christians and Jews, New York, N.Y.

Pub Date—86 Note—36p. Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Rights, *Constitutional Law,
Curriculum Enrichment, Elementary Secondary
Education, Freedom of Speech, Learning Activities, Learning Modules, *Social Studies, Student
Rights, *United States Government (Course), Education, Freedom of speech, Learning Activi-ties, Learning Modules, "Social Studies, Student Rights, "United States Government (Course), "United States History lentifiers—Bicentennial, "United States Constitu-

Identifiers—Bicentennial, "United States Constitution
These learning materials are centered around the
idea that each individual should "sign" the U.S.
Constitution. A facsimile of the U.S. Constitution is
included in each learning packet for students to
sign. Section I contains five teaching modules on
the constitutional process that can be used with any
subject. The first two modules, "Students Have the
Right To Yote" and "Should There be a Dress
Code," are appropriate for use in kindergarten
through grade six. First Amendment rights and an
elementary school dress code are analyzed in module 2 through a case study. Modules 3 through 5 are
appropriate for junior and senior high level. Freedom of expression and student newspapers are examined using a case study. The legal brief method
is used to analyze the dilemma posed in a case study
involving the cancellation of the senior prom due to
an unauthorized senior cut day. A resource document on student rights and responsibilities is
included to aid in implementing this lesson. Module
5 examines the constitutional issues involved in the
sale and distribution of obscene materials as citizen
groups petition against such sales. Section 2 contains instructional activities on constitutional issues
that can be adapted to different grade levels. Section
3 discusses the difference between constitutional
and statute law. Concluding activities present ideas
to encourage students to sign the U.S. Constitution.
(SM)

ED 291 663 SO 018 869

Frynon, James F.
Community Mapping: Developing A Geographic
Perspective.
Pub Date—88
Note—9p.
Coider Community Commu

Pub Date—88
Note—9p.
Pub Type— Guides - Classroom - Teacher (052)
EDBS Price - MP01/PC01 Plus Postage.
Descriptors—Census Figures, Community, Community Characteristics, Geographic Distribution,
"Geography, "Geography Instruction, Human Geography, Maps, Map Skills, Social Studies, Statistical Data, Teaching Methods Identifiers—"Choropleth Maps, "Scattergrams (Choropleth maps and scattergrams (scatter disgrams) provide a way for teachers to use available statistics from census tracts to map area differences among neighborhoods. This document describes among neighborhoods. This document describes among neighborhoods and illustrates a method of constructing and comparing choropleth maps for selected Iowa communities. The use and construction of scatter diagrams as a supplement to map comparison is also discussed. The choropleth maps uses different shaded area symbols (normally ranging from black to light grey) to show distributional patterns. Selected colors should be within the same family, such as brown, red, orange, and yellow. Steps in constructing the map are to: (1) determine the area unit to be used; (2) select the statistics to be mapped; (3) select an appropriate categorization method such as quantile method or equal interval method; (4) group the statistics into four or five classes; and (5) use the darkest symbols for areas with greater magnitude. A method of visually showing the relationship between two variables for a selected number of observations is the scattergram which also can be easily constructed. The document concludes with a listing of statistical sources for mapping local areas. (SM)

ED 291 664 SO 018 885 Sunal, Cynthia Szymanski Farouk, Mohammed

Kabiru
Resource Guide of African Study Materials for Use by Adult Populations.
Humanities Foundation of West Virginia, Institute. Pub Date—87

-50p. ype— Reference Materials - Bibliographies Pub Type (131)

(131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"African Culture, "African History,
"African Literature, Foreign Countries, Information Sources, Reference Materials, "Secondary
Education, Social Studies
Identifiers—"Africa
This resource guide of 40 items presents materials
for studying various aspects of African life, culture,

and history. The materials selected for the guide range from records and filmstrips to books and can be used by community groups as well as students. The guide is organized into 7 sections that include music, art and architecture, theater, cooking, litera-ture, religion, history, contemporary Africa, and re-sources. The format for each item includes: (1) title, (2) source, address, (3) cost; (4) target groups; sources. The formula for each near members (1) time; (2) source address; (3) cost; (4) target groups; (5) potential uses; (6) goals of the material; (7) specific objectives of the material; (8) general description; and (9) evaluation of the materials. (SM)

ED 291 665 SO 018 888

ED 291 665

Merryfield, Merry M.

The African Social Studies Programme: An Effort to Improve Carriculum and Instruction across 17

African Nations. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-88-1

Pub Date—Jan 88
Contract—R1880-62-009

Note—40.

Contract—R1880-62-009
Note—49.
Available from—ERIC Clearinghouse for Social
Studies/Social Science Education, 2805 East
Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MF01/PO1 Plas Postage.
Descriptors—*Curriculum Development, Curriculum Enrichment, *Developing Nations, Foreign
Countries, International Cooperation, *International Educational Exchange, International Relations, *Social Studies
Identifiers—*Africa, *African Social Studies Pro-

-*Africa, *African Social Studies Pro-

tions, "Social Studies Identifiers." African Social Studies Program, ERIC Digests
This ERIC Digests this ERIC digest examines: (1) the origins and goals of the African Social Studies Programme (ASSP); (2) ASSP's organization and operation; and (3) ASSP's major achievements and current challenges. The ASSP is a non-political, non-profit intergovernmental organization of 17 African nations that stimulates, promotes, and monitors innovative curriculum. The ASSP evolved from two major meetings (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968) of concerned African educators and representatives from the United States and English development agencies. The organizational structure of ASSP is a coordinating committee composed of one governent-appointed representative from each member country and a six-member executive committee which works with the executive director. This committee is chosen by the coordinating committee to which works with the executive director. This committee is chosen by the coordinating committee to make decisions on its behalf. The major accomplishments of the ASSP center on its role in supporting national efforts within member nations to introduce, develop, and expand social studies education. Challenges for the ASSP are working within the constraints of scarce resources and overcoming the innate sensitivity of the social studies subject matter in developing nations. (SM)

ED 291 666 SO 018 889
Nugent, Helen Jean M.
Teaching about Canada: ERIC Digest No. 44.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—40

Note—49.

Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street,
Suite 120, Indiana University, Bloomington, IN 47405

47405.
Pub Type— Guides - Clasaroom - Teacher (052)—
Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF0I/PC01 Plus Postage.
Descriptors— Area Studies, *Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, Foreign Countries, *Social Studies, *Teaching Methods
Identifiers—*Canada, ERIC Digests
This ERIC Digest considers: (1) why U.S. students should learn about Canada; (2) where course content on Canada belongs in the curriculum; and (3) useful strategies and resources to improve the teaching of Canadian studies. The United States and Canada share the world's largest undefended border, and the United States trades more with Canada than with any other country. In 1984, the United

States accounted for 71.5 percent of Canadian imports. During the 19th and 20th centuries, Canadian and the United States have been military and diplomatic partners in supporting stable and free governments throughout the world. Both Canada and the United States have cultural links to Western Europe and the British Isles and both countries have a common commitment to the core values of democracy. Teaching about Canada can be incorporated into existing social studies courses at all levels. University level courses should include sufficient Canadian content to provide future teachers with adequate knowledge to teach about Canada. Separate interdisciplinary Canadian studies courses could include Canadian literature, art, and culture. Strategies for teaching about Canada include: (I) emphasizing comparative analysis; (2) requiring students to examine issues from the Canadian perspective; and (3) using a variety of resources. A list of references and ERIC resources are provided. (SM)

ED 291 667 SO 019 000

Glade, Mary Elizabeth, Ed. Review of Resources: Teaching Law and the Con-

Social Science Education Consortium, Inc., Boul-

Spons Agency—Department of Education, Washington, DC.
Report No.—ISBN-0-89994-320-9
Pub Date—87
Grant—GOO8610545
Note: 140-

Report No.—ISBN-0-89994-320-9
Pub Date—87
Grant—GOO8610545
Note—149p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.
Pub Type—Guides - Classroom - Teacher (052) —
Reference Materials - Bibliographics (131) —
Book/Product Reviews (072)
EDRS Price - MP01/PC06 Plus Postage.
Descriptors—Audiovisual Aids, "Constitutional
History, Constitutional Law, Educational Resources, Elementary Secondary Education, Flims,
"Information Sources, "Instructional Material
Evaluation, "Instructional Materials, "Law Related Education, Primary Sources, Social Studies
Identifiers—"United States Constitution
This guide provides analyses of curriculum materials that have been designed for teaching about the
U.S. Constitution and law-related education. The
guide begins with an editor's introduction and two
essays, "Constitution Study and Civic Education
(James B. Giese) and "Thinking about Law-Related
Education during the Bicentennial" (Barbara
Miller). The resource reviews are presented in three
Miller, The resource reviews are presented in three
sections. Forty-three reviews of print-based materials for elementary (K-6) Constitution and lawelated education are provided in section. Each
review includes: (1) author, publisher, cost, subject
area, and intended users; (2) content description; (3)
primary teaching procedures; and (4) critical evaluation of the materials. Following the reviews are
annotated lists of 64 additional materials; they include: (1) an annotated bibliographies and catalogs; and (4) a
list of films with constitutional content. Four indexes and a complete list of publishers' addresses is
provided at the end of the book. (SM)

SO 019 001

Johnson, Jacquelyn Parisi, Lynn S.

Japan in Classroom: Elementary and Second-

ary Activities.
Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—ISBN-0-89994-318-7 Pub Date—87 Note—160p.

Note—160p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF91/POT Plus Postage.
Descriptors—Art Education, Class Activities,
"Cross Cultural Studies, "Cultural Awareness, Cultural Influences, "Cultural Influences, "Cultural Enrichment, Curriculum Guides, Elementary Secondary Education, Foreign Countries, History, Humanities, Instructional Materials, "Japanese, Learning Activities, Social Studies Identifiers—"Japan
The activities in this book focus on teaching about

Japan within the context of larger social acience units. Several of the lessons can be taught within the context of the humanities and fine arts. The book's 18 classroom activities are organized into three sections. Section 1, "Society and Culture," contains four activities in which students examine (1) national self-perceptions and images through U.S. and Japanese symbols; (2) Japanese and U.S. cross-cultural communication; (3) Japanese history; and (4) the impact of geography and culture on food and eating habits in Japan. Section 2 contains a variety of activities on Japanese language and literature focusing on the Japanese writing system; number system; proverbs; poetry; and children's literature. The final section, "International Relations," contains eight activities emphasizing Japanese population, industralization, and U.S.-Japan economic and political relations. The economic and cultural connections between the U.S. students' own states and communities and Japan is highlighted in this section. Each activity includes a brief introduction, objectives, time schedule, step-by-step procedures for implementation, teacher background information, and student handouts. The book concludes with a list of resources. (SM)

SO 019 013

Blog. Jeffrey J. And Others
GROW: Grade 3. Geographic Review of Our
World: A Dually Five-Minute Geography Program for Grades 3-11.
Pub Date—87
Note—43p.; For other manuals in this series, see SO
019 014-15.

Note—43p.; For other manuals in this series, see SO 019 014-15.

Available from—GROW Publications, 222 Wolff Street, Racine, WI 53402 (37.50, plus shipping). Pub Type—Guides - Classroom - Learner (051) —Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—'Geographic Concepts, Geographic Location, "Geographic Concepts, Geographic Concepts, Geographic Location, "Geography, "Geography Instruction, Grade 3, Instructional Materials, "Map Skills, Primary Education, Questioning Techniques, "Social Studies, Teaching Methods

This program presents a method for improving geographic literacy in a logical and meaningful way and for inclusion of geography in every social studies class. The third grade program utilizes six questions per week over a period of 32 weeks and is designed to be used during the first five minutes of each social studies class. The program focuses on developing students' ability to locate different geographic features. A chalkboard and an atlas are the only items needs to implement the program. Questions in the program have been sequentially placed to ensure exposure to and repetition of geographic skill areas. Placement of a question within the sequence was based on recommendations made in publications of the National Council for the Social Studies. Major social studies textbook series were reviewed for question appropriateness. Over 50 geographic concepts are developed throughout the program. The book concludes with a glossary of geographic terms. (SM)

ED 291 670 SO 019 014

Blaga, Jeffrey J. And Others GROW: Grade 6. Geographic Review of Our World: A Daily Five-Minute Geography Pro-gram for Grades 3-11.

lote—47p.; For other manuals in this series, see SO 019 013-15.

Note—47p.; For other manuals in this series, see SO 019 013-15.
Available from—GROW Publications, 222 Wolff Street, Racine, WI 53402 (37.95, plus shipping). Pub Type—Guides - Clasaroom - Learner (051)—Guides - Clasaroom - Teacher (052)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—*Geographic Concepts, *Geographic Location, *Geography, *Geography Instruction, Grade 6, Instructional Materials, Intermediate Grades, Map Skills, Questioning Techniques, *Social Studies, Teaching Methods
This program provides a way to enhance student understanding of social studies subjects by increasing their basic knowledge of geographic information. It enables teachers to make geography a part of every social studies class and is designed to be used during the first five minutes of each class period. An important aspect of the program is to develop students' shility to locate geographic features. A challkoord and an atlas are the only items needed to implement the program. Sequential placement of questions in the program ensures exposure to and

repetition of geographic skill areas. After a concept has been introduced at a certain grade level, each succeeding level will include a pre-determined number of questions to reinforce the concept. Placement of the question within the sequence was based on recommendations made in publications of the National Council for the Social Studies. Major social studies series were reviewed for question appropriateness. Over 50 geographic concepts are developed throughout the program. The book is divided into 36 weekly lessons, utilizing two questions per day for four days a week. The format for each day includes the concept introduced, the questions, and the answers. The book concludes with a glossary of geographic terms. (SM)

ED 291 671 SO 019 015

Ed. 291 6/1

Blaga, Jeffrey J. And Others

GROW: Grade 10. Geographic Review of Our

World: A Daily Five-Minute Geography Program for Grades 3-11.

Pub Date—87

Note—45p.; For other manuals in this series, see SO

019 013-14.

Note—45p.; For other manuals in this series, see SO 019 013-14.

Available from—GROW Publications, 222 Wolff Street, Racine, WI 53402 (37.95, plus shipping). Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Geographic Concepts, *Geographic Location, *Geography, Geography Instruction, Grade 10, High Schools, Instructional Materials, Map Skills, Questioning Techniques, Social Stadies, Teaching Methods

Student understanding of geographic aspects of the world will be enhanced by utilizing these questions during the first five minutes of each social studies class. One goal of the program is to improve students' ability to locate geographic features, such a landforms and water bodies, natural and political boundaries, and capitals. This method also allows teachers to infuse geographic concepts throughout the social studies program. There are nearly 300 questions, allowing use of two per day for four days of the week over a period of 36 weeks. Items needed to implement the program are a chalkboard and an alsa. Questions in the program have been placed of the week over a period of 36 weeks, Items needed to implement the program are a chalkboard and an atlas. Questions in the program have been placed sequentially to ensure exposure to and repetition of geographic skill areas. The daily questions vary according to type, difficulty, and content. Once a concept has been introduced at a certain grade level, each succeeding level will include a pre-determined number of questions to reinforce the concept. Over 50 geographic concepts are developed throughout the program. The format for each day includes the concept introduced, the questions, and the answers. (SM)

SO 019 035 Bennett, Sondra Stephens, Mark Colonial America: A Course of Study. Pub Date—Jul 87

Pub Date—Jul 87
Note—37p.

Available from—Sondra Bennett or Mark W.
Stephens, Germantown Academy, Morris Road,
Fort Washington, PA 19034.

Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

Guides - Class - Guides - Clossroom - Learner (051) —
Guides - Class - Activities - **Colonial History

Descriptors—Class Activities - **Colonial History

note rrom EDRS.

Descriptors—Class Activities, *Colonial History (United States), Curriculum Enrichment, Elementary Education, Instructional Materials, *Social Studies, *United States History, Units of

cial Studies, "United States History, Units of This illustrated unit of study can be incorporated into regular social studies courses in elementary classrooms. The unit focuses on life in the 13 original colonies from the settlement period to the Revolutionary War. Activities are provided to help students learn the names and locations of the colonies. A highlight of the unit is a study of the French-Indian War. The Boston Massacre, the passage of the Townshend Acts, and other events leading to the Revolutionary War are explained. The meeting of the Continental Congress and the signing of the Declaration of Independence are discussed. Activities designed to engage students in the learning process include research and learning to make journal entries. The culminating activity includes formulating plans for a new nation. The unit concludes with enrichment activities, word puzzles, and discussion questions. (SM)

SP 028 164 Varnes, Jill W. Chen, W. William

A Registration/Certification Process for Health
Educators in the State of Florida.

Pub Date—[83]

Note—8p. ED 291 673

Pub Date—[83]
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—*Allied Health Personnel, *Certification, *Health Education, Professional Continuing Education, *Program Design, *Program Development, Quality Control, Standards
Identifiers—*Florida, *Health Educators
The Florida Association of Professional Health Educators (FAPHE) has been instrumental in developing a voluntary registration/certification process to upgrade professional standards, identify health educators, and establish a network for the parpose of continuing education. Eight basic steps have been identified as necessary for the development of the plan: (1) establish a registration/certification committee within FAPHE; (2) determine the levels of certification needed; (3) determine the initial registration/certification requirements, including determination of criteris and time frame for "grandfathering in"; (4) determine the inmediate and long-term goals for the plan; (5) develop a series of steps related to increasing requirements for registration/certification to be implemented over a period of years; (6) develop an examination procedure necessary for the plan; (7) develop the record keeping procedure and fee structure which will keep the plan financially self-supporting; and (8) implement the plan. A description is given of how each of these steps has been addreased, and the impact the project has had upon the FAPHE since its inception. (JD)

SP 029 514

Rudner, Lawrence M.
Testing To Improve the Quality of Our School
Teachers.

Teachers.
National Governors' Association, Washington, DC.
Center for Policy Research and Analysis.
Pub Date—1 Sep 87

Note-13p. Available from-

Note—13p.

Available from—National Governors' Association,
Hall of the States, Suite 250, 444 North Capitol
St., Washington, DC 20001 (\$3.00).

Journal Cit—Capital Ideas; Sep 1 1988
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—*Academic Standarda, Elementary
Secondary Education, *Evaluation Methods,
Higher Education, Program Implementation,
*State Programs, State Surveys, *Testing Programs.

grams
Identifiers—Teacher Testing
This newletter issue focuses on the subject of mandatory testing of prospective teachers prior to certification. The following questions are discussed: certification. The following questions are discussed:
(1) What are the major types of teacher tests? (2) How prevalent are teacher tests? (3) What are the major teacher tests? (4) What problems do teacher testing programs address? (5) What are the potential drawbacks? (6) What are some of the arguments against teacher tests? (7) What legal precedents have been established? (8) What is involved in implementing a teacher testing program? (9) How is teacher testing viewed by various organizations and groups? and (10) Where is teacher testing headed in the near future? A summary of the states requiring groups? and (10) Where is testant.
the near future? A summary of the s
testing is presented in a table. (JD) e states requiring

SP 029 672 ED 291 675

Hymel, Glenn M.

The Misrepresentation of Thomistic Philosophy: A
Rebuttal to Morris and Pai's "Philosophy and
the American School."

Pub Date—Nov 16
Note.—76: Persisted varying of a Paper presented.

Note—26p.; Revised version of a Paper presented at the Annual Meeting of the Louisiana Philosophy of Education Society (Shreveport, LA, November

1980).

Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Cognitive Development, *Educational Theories, *Epistemology, *Ethics, *Intellectual Development, Metacognition, *Moral

Identifiers—"Thomism

The central thesis of this paper is that the philosophical systems survey provided by Morris and Pai (1976) in their text entitled "Philosophy and the American School" misrepresents the school of Thomism on several significant points. Though the suthers' treatment of Thomistic metaphysics is judged to be adequate, their presentation of Thomistic epistemology and axiology—with corresponding extrapolations in the areas of educational theory and practice—is grossly inadequate on a multitude of issues. This paper identifies a total of six misrepresentations of Thomism by Morris and Pai that spandiverse topics and attempts to rebut each misrepresentation in a fashion that renders a fair and accurate account of Thomistic philosophy and its correlative educational theory of Perennialism. (Author)

ED 291 676

Sims, Anionia Lopez Empey, Donald W.

Implementing a Staff Development Program
Based on Research Findings-The Glendale
Model.

Model. Pub Date-Nov 87 fote—17p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24,

1987). Pub Type-- Speeches/Meeting Papers (150) - Re-

Pub Type—Specches/Meeting Papers (190)—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, Principals, Program Development, *Program Implementation, *Research Utilization, *Staff mentation, Research Utilizati
Development, Supervisory Training
Identifiers—California (Glendale)

Identifiers—California (Glendale)
A description is given of the sctivities that occurred during the initial three years of planning and implementing a staff development program aimed at effective teaching and supervision in the Glendale, California, Unified School District. The report focuses on the third component of a five-year master plan, the planning and implementation of a staff development plan to assist teachers in refining instructional skills and to help school administrators in their role as instructional supervisors. The activities described are grouped into four key areas: (1) planning; (2) training; (3) follow-up; and (4) principal support. Each of these key areas represents an essential component of successful staff development practices substantiated by research. Twenty-one references are included. (JD)

SP 029 731 ED 291 677

Watt, David M.
Selected Military Attitudes toward a Career in
Teaching: A Potential Source of Teacher Candi-

Note—22p.; Paper presented at the Annual Meeting Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adult Education, "Career Choice,
Higher Education, "Military Personnel, "Teacher
Recruitment, Teacher Shortage, "Teaching (Oc-

Recruitment, Teacher Shortage, Teaching (Occupation)
A recent study measured the attitudes toward teaching as a career among selected United States military personnel. The study dealt with persons leaving two branches of the armed service, the Army and the Navy, based on the assumption that they represented the bulk of the persons on active duty who comprise a potential socace of teacher candidates. An attitudinal survey was distributed at two military installations to persons in their last week of active service. A group of veterans already attending college was drawn from a major university and included. A total of 171 participants were represented in the study. The results indicated a highly positive attitude toward teaching as a career on the positive attitude toward teaching as a career on the positive attitudes toward a career in teaching were fulfilled to the study. The results indicate that these positive attitudes toward a career in teaching were fulfilled to the study of sufficient and the successful. The survey instrument is appended. (JD)

ED 291 678 SP 029 749 Tutko, Thomas Parent's Guide to Girls' Sports.

Women's Sports Foundation. Pub Date—[87]

Women's Sports Poundation.

Pub Date—[87]

Note—25p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletic Coaches. "Children, Developmental Stages, Elementary Secondary Education, "Family Involvement, "Parent Child Relationship, Physical Fitness, Psychological Needs, "Role Models, "Womens Athletics
This pamphlet provides guidelines for parents is encouraging their daughters to participate in and enjoy athletic activities. Brief discussions are presented on: (1) the value of sport; (2) girls' needs at different age levels; (3) guidelines for supportive behavior; (4) special needs of the female athlete; (5)-parent/child/coach relationship; (6) volunteering; (7) do's and don'ts for teaching and coaching your own child; and (8) sport in the family. A young athlete's bill of rights is included. (JD)

ED 291 679
Fuel for Excellence. FRAC's Guide to School Breakfast Expansion.
Food Research and Action Center, Washington,

Pub Date--Oct 87

Note—98p. Available from—Food Research and Action Center, 1319 F St. NW #500, Washington, DC 20004 (\$7,00).

ter, 1319 F St. NW #500, Washington, DC 20004 (\$7.00).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055).

EDRS Price - MFUI/PC04 Plus Postage.
Descriptors—Breakfast Programs, "Community Action, Elementary Secondary Education, "Government Role, "Health Needs, "Nutrition, State Legislation, Trend Analysis

This guide lays out the issues, objections, responses, and strategies involved with expanding the School Breakfast Program in a state or a school district. The guide describes in lay terms the particulars of the School Breakfast Program, and outlines successful state and local campaign strategies. It contains the following chapters: (1) The School Breakfast Program; (3) Trends in Participation; (4) Overcoming the Barriers to Participation; (5) Hoover organize a School Breakfast Campaign; and (6) Successful Campaign Strategies. Eight appendices contain samples of School Breakfast Program application forms, surveys, letters to parents and students, by-laws for a School Breakfast Campaign Committee, press releases, fact sheets, flyers, and agendas. (JD)

SP 029 779

Sammons, Vivian O., Comp.
Osteoporosis, LC Science Tracer Bullet. TB 87-7.
Library of Congress, Washington, D.C.
Pub Date—Sep 87

Note—7b.

Available from—Science Reference Section, Science and Technology Division, Library of Congress, 10 First Street S.E., Washington, DC 20540.

gress, 10 First Steet S.E., Washington, De 20540.
Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Educational Resources, "Health Materials, "Library Materials, Medical Research, "Publications, "Special Health Problems Identifiers—"Osteoprorosis
This bulletin furnishes a listing of educational resources on the subject of osteroporosis that are available in the reference collection, Science Reading Room of the Library of Congress, Washington, D.C. The following sources are cited: (1) magains introductions; (2) subject headings used by the Library; (3) basic texts; (4) additional titles; (5) bibliographies; (5) conferences; (6) government publications; (7) journal articles; (8) selected journal articles; (9) selected materials available in the Science Reading Room; and (10) additional sources of information other than the Library. (JD) information other than the Library. (JD)

ED 291 681 SP 029 789

Henry, Marvin A.
Project CREDIT. Certification Renewal Experiroject CREDII. Certification Renewal Experi-ences Designed To Improve Teaching. A Cooper-ative Multiple-Support Progam for First-Year Teachers between Indiana State University and Ten Public School Districts. Indiana State Univ., Terre Haute. Dept. of Second-arts Education.

ary Education.
Pub Date—Feb 88

Note—19p.; Finalist for the Distinguished Program in Teacher Education Award, Association of Teacher Educators, February 1988. Available from—Indiana State University, Depart-ment of Secondary Education, Terre Haute, IN 47800 (2.5 to)

47809 (\$2.50).

47809 (32.50).

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors— Beginning Teachers, "College School Cooperation, Elementary Secondary Education, Helping Relationship, Higher Education, Master Teachers, "Mentors, Program Development, Teacher Improvement, "Teacher Orientation."

ment, Teacher Improvement, Teacher Orientation
Identifiers—*Beginning Teacher Induction, Indiana, Project CREDIT
Project CREDIT (Certification Renewal Experiences Designed to Improve Teaching) is a cooperative program between Indiana State University and 10 school districts in west-central Indiana. The program was initiated to assist first-year teachers with the objectives of reducing teacher dropout and improving the quality of teaching. Twenty first-year teachers were participants in the program, which was funded by Indiana's Teacher Quality Act. The program strategy was to use a multiple-support system for first-year teachers. Each intern was assigned to an experienced teacher in the building who provided assistance and supervision. University supervisors made monthly visits and coordinated inservice activities. Peer support was provided through monthly seminars and a newsletter. The program showed evidence of improved teaching performance and reduced teacher dropout. All 20 first-year teachers elected to remain in teaching. According to national statistics, 13 percent leave after the first year of teaching. Interns showed significantly better performance in 40 teaching skills when compared to a group of first-year teachers who did not have support. Several features of the program have been incorporated into the "A+" education act by the 1987 legislature. All future teachers in Indiana will have the benefit of a mentor and many will also have the support of university personnel and peers. (JD)

Thomas, Gerald W. Ferguson, Donald G.
In Celebration of the Teacher. NMSU Centennial
Publication Number 1.
New Mexico State Univ., Las Cruces.
Pub Date—87
Note—210e.

Pub Date—87
Note—210p.
Available from—New Mexico State University
Foundation, P.O. Box 3590, Las Cruces, NM
88003-3590 (\$13.00).
Pub Type—Reports - Descriptive (141) — Opinion
Papers (120)
EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRIS Price - MIPUI Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, Higher Education, Outcomes of Education, Role Models, Feacher Attitudes, "Teacher Characteristics, "Teacher Effectiveness, "Teacher Student Relationship, Teaching Skills Part I of this book contains invited essays on the subject of teaching by six professional educators who are regarded as experts in their fields. The papers are: (i) "In Praise of Teachers" (Mark Medoff); (2) "What Makes a Good Teachers" (Donald C. Roush); (3) "A Distant Teacher" (David L. Colton); (4) "Characteristics of Good Teachers" (Barbars J. Simmons); (5) "Teachers Make the Difference" (Dewayne A. Matthews); (6) "On the Subject of Teaching" (Alan D. Morgan). The second part is made up of 137 testimonials from a variety of responsible people who were asked to comment on teachers in elementary, secondary, and/or higher education who made a difference in their lives. Part III contains observations on the patterns that merger from the testimonials nublished in Part II. education who made a difference in their lives. Part III contains observations on the patterns that emerge from the testimonials published in Part II. Findings are related to research results from a study based on the approach of asking excellent teachers about themselves and their practice. A brief summary of data with observations concludes this section of the book. An Epilogue follows containing the authors' tributes to teachers who they feel made a difference in their lives. (JD)

SP 029 825 ED 291 683

ED 29 683 SP 029 825 State Efforts in Substance Abuse Education. OERI Balletin. Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87 Note—19p.; For related document, see SP 029 973.

Pub Type—Numerical/Quantitative Data (110) Reports - Descriptive (141) — Tests/Question naires (160)

naires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Drug Abuse, "Drug Education, Elementary Secondary Education, School Districts,
"State Action, "State Departments of Education,
"State School District Relationship
The survey discussed in this report was sent to
State education agencies (SEA) and focuses primarily on their activities in providing both assistance and direction to local school districts concerning substance abuse education. Tables provide statistical information on: (1) existence of state requirements on substance abuse education, minimum curriculum standards, and teacher certification; (2) gercent of states with various substance abuse eduments on substance abuse education, minimum curriculum standards, and teacher certification; (2) percent of states with various substance abuse education requirements, and source of requirement; (3) percent of states with a substance abuse education requirement that specify where substance abuse education should fit in the curriculum; (4) percent of states providing various forms of assistance regarding substance abuse education; (5) total, mean number of staff per million students, and mean number of staff per state with full-time or part-time responsibilities concerning substance abuse education; (6) mean expenditures per state and per student by state education agencies for substance abuse education; (7) percent of state education agencies reporting various degrees of coordination with state agencies and private groups; (8) collection of information by state education agencies on the extent of substance abuse among students; and (9) perceptions of SEA officials regarding changes in the last two years in the rate of student substance abuse. A sample copy of the survey instrument is included. (JD)

SP 029 830

ED 291 684

How Do We Know What Teachers Know?
National Center for Research on Teacher Education, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Pub Date—8.
Note—21p.
Note—21p.
Journal Cit—Colloquy; v1 n1 Fall 1987
Journal Cit—Colloquy; v1 n1 Fall 1987
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
lected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage Descriptors—Academic Standards, Elementary Secondary Education, "Evaluation Methods, Measures (Individuals), "Standardized Tests, "State Standards, Teacher Certification, Teacher Evaluation, Test Construction, "Testing Pro-

grams
The three articles in this newsletter focus on questions of what teacher knowledge consists of and how it can be measured. Three contemporary efforts to assess teacher knowledge, each with a different pose, are presented. The first, based on a report of the Office of Educational Research and Improvement the Office of Educational Research and Improve-ment, summarizes state assessment efforts and is-sues raised by such efforts. The second article describes Michigan State University's National Center for Research on Teacher Education's ap-proach to instrument development, detailing how the organization conceptualized what teachers need to care about, know, and be able to do to teach mathematics and writing effectively, and how the development of instruments to assess teachers' mathematics and writing effectively, and how the development of instruments to assess teachers' learning is approached. The question of what it means to be prepared to teach an academic subject is also addressed. The final article offers an interview with Lee Shulman of Stanford University (California) who describes his ongoing work with the Carnegie Forum on Education and the Economy, which is developing assessment prototypes for a national board examination of teachers. (JD)

SP 029 852 ED 291 685

Malone, Marguerite G.
Preparing Non-School Educators: An Innovative
College of Education's Experience.
Pub Date—86

Pub Date—86
Note—11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 21-26, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MFDI/PC01 Plus Postage.
Descriptors—Course Content, *Education Majors, Higher Education, *Nontraditional Education, *Program Design, *Teacher Education Curriculum, *Teacher Education Programs
Identifiers—Memphia State University TN
A description is given of the major in Educational

Services at Memphis State University (Tennessee) that is an interdisciplinary program designed to prepare undergraduate students to function as educators in non-school settings. The program includes: (1) general education, (2) professional education, configured in a tri-level core of courses; (3) supportive collateral studies that are interdisciplinary and individually designed; and (4) appropriate selectives. It also includes a major advisor and an individual program planning committee. Additionally, field experiences, a comprehensive internship, and continuing involvement and collaboration with local training organizations form an intergral part of the program. (JD)

SP 029 855 ED 291 686 Struce, Mary Alice Blanford School Discipline: Have We Lost Our Sense of Purpose in Our Search for a Good Method? Pub Date—18 Feb 88

Note—24p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February

Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PO01 Plus Pestage.

Descriptors—*Behavior Standards, Change Agents, *Classroom Techniques, Corporal Punishment, *Discipline Policy, Economic Factors, *Educational Objectives, Elementary Secondary Education, *Social History

The general economic and psychological evolution in America from a producer society to a consumer society has resulted in a conflict of purposes for American educators regarding school discipline. Consequently, contemporary American educators, unlike their forerunners, have ignored the long term social goals of classroom discipline. They have, instead, only been concerned with finding effective methods of immediate control in the schoolhouse. This paper explores this thesis and presents: (1) a general review of the professional journal articles on school discipline from 1940 to 1980; and (3) an analysis of social, political, and economic changes in American history. (JD)

SP 029 860 ED 291 687 Packard, Richard D.
Research Questions for the Development of Components of an Emerging Career Ladder Program Northern Arizona Univ., Flagstaff. Center for Ex-

Model.

Northern Arizona Univ., Flagstaff. Center for Excelence in Education.

Pub Date—\$ Jan 85

Note—7p.; For related documents, see SP 029
861-863. Document presented to the Career Ladder Pilot Network Mesa Public Schools Administration Center (Mesa, AZ, January 8, 1988).

Pub Type—Reports—Evaluative (142)—
Speeches/Meeting Papers (150)
EDRS Price—MP01/PO1 Plus Postage.
Descriptors—*Career Ladders, Change Strategies, Elementary Secondary Education, Pilot Projects, Program Costs, *Program Development, *Program Evaluation, *Research and Development, *Research Design, *Self Evaluation (Groups).

Teacher Attitudes, Teacher Evaluation (Groups).
Teacher Attitudes, Teacher Evaluation (Groups).
Teacher Attitudes, Teacher Evaluation operformance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program Questions are listed under the following areas: (1) research and evaluation; (2) organizational climate; (3) teacher variables; (4) program funding; and (5) attitudes toward change. A list is also provided of review questions regarding career ladder program evaluation which includes questions on: (1) legislative and policy issues; (2) test of assumptions about career ladder programs; (3) analysis of development and change factors; (4) study of career ladder designs; and (5) administration and finance. (ID)

SP 029 861 Packard, Richard D. And Others Packard, Richard II. And Others Descriptive & Analytical Results for the 1986-87 Career Ladder Data Cycles. Northern Arizona Univ., Flagstaff. Center for Ex-cellence in Education. Pub Date—10 Nov 87

iote—58p.; For related documents, see SP 029 860-863. Research data presented to the Joint Legislative Committee on Career Ladder Pro-grams (Arizona State Capitol, House Wing, No-vember 10. 1987). er 10, 1987).

Legislative Committee on Career Ladder Programs (Arizona State Capitol, House Wing, November 10, 1987).

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)—Tests/Questionaires (160)

EDRS Price - MFUI/PCU3 Plus Postage.

Descriptors—*Career Ladders, Demography, Demonstration Programs, Elementary Secondary Education, "Pilot Projects, "Program Attitudes, Program Implementation, Teacher Attitudes, Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document is a data report representing descriptive and analytical results from a questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and questroing the properties of selected demographics for 1986 and 1987; (4) frequencies and percentages stratified on teacher career ladder participation and years of teaching experience; (5) means and change accres in perceptions of career ladder concepts; (6) composite mean perceptions for career ladder concepts and percentage agreement vidiagreement and total mean scores for 1986, 1987 data cycles. A brief evaluation summary and implications is presented for each table. Also included is the Basecutive Summary presented to the Arizona Joint Legislative Committee on Career Ladders. Thirteen data tables, a letter to professional educators, demographic information sheet and a perception assessment acale

ED 291 689 SP 029 862
Puckard, Richard D. Fargo, Stere
Diversity of Responses among Ten Arizona Pilot
Test District Career Ladder Plans.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
Pub Date—10 Nov 87

Pub Date—10 Nov 87
Note—31p; For related documents, see SP 029
860-863. Document presented to the Joint Legislative Committee on Career Ladders (Arizona State Captiol, House Wing, November 10, 1987).
Pub Type—Numerical/Quantitative Data (110)—
Reports - Descriptive (141)—Speeches/Meeting
Papers (150)

Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors—"Career Ladders, Educational Envi-ronment, Elementary Secondary Education, Peer Evaluation, "Pilot Projects, "Program Evaluation, "Staff Development, Teacher Attitudes, Toacher

*Staff Development, *Teacher Attitudes, Teacher Evaluation Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document shows percentages of greenment and disagreement on specific career ladder concepts, and weighted scores for high and low district rankings. Survey results from 10 districts on the following concepts are displayed in tables: (1) general career ladder concepts; (2) staff development and training concepts; (3) teacher evaluation system concepts; (4) peer evaluation concepts; (3) career ladder placement concepts; and (6) organizational climate survey. An outline of similarities and diversities in achieving performance targets and conditions of pilot test career ladder programs in Arizona is included. (JD)

ED 291 690 SP 029 86 Puckard. Richard D. Nichols. Wands Qualitative Analysis & Results for the 1987 Data Cycle by Career Ladder Program Strengths & SP 029 863

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

Pub Date—10 Nov 87

Note—29p; For related documents, see SP 029
860-862. Research document presented to the Joint Legislative Committee on Career Ladder Programs (Arizona State Capitol, House Wing, November 10, 1987).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Ladders, *Educational Environment, Elementary Secondary Education, *Organizational Climate, *Program Attitudes, Program Effectiveness, Program Evaluation, *Program Effectiveness, Program Evaluation, *Program Effectiveness, Program Evaluation, *Program Effectiveness, Program Evaluation, *Program Improvement
Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document reports on the results of a qualitative analysis of an open-ended questionnaire administered to career ladder program strengths) of your district career ladder program; (2) Describe the area(s) of your career ladder program which need improvement; (3) Describe the area(s) of your district's organizational climate which show the greatest strength and those that need improvement: and (4) Describe the area(s) of your school's organizational climate which show the greatest strength and those that need improvement. Data from the results are presented in the form of pie graphs, bar graphs, and listings of categories of perceived program strengths and weaknesses. Each category is briefly defined by statements derived from participant responses, and shown in priority order by proportional representation. (JD)

ED 291 691 SP 029 881 Teacher Internships. Wisconsin Improvement Program. Bulletin No. 8267.
Wisconsin State Dept. of Public Instruction, Madi-

son.
Pub Date—Feb 88
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission Criteris, Cooperating
Teachers, Elementary Secondary Education, *Internship Programs, Program Costs, *Program Design, *Teacher Interns, Teaching Experience Identifiers—Wisconsin, *Wisconsin Improvement

Identifiers—Wisconsin, "Wisconsin Improvement Program This brochure provides information about the Wisconsin Improvement Program's Teacher Intern Program, how it works, and how it can benefit all participants. Areas covered in the brochure include: (1) admission criteria; (2) the roles of program participants; (3) program organization; (4) participants responsibilities; and (5) program costs. An application form is incorporated into the brochure as well as the names and addresses of contact persons. Brief descriptions of several types of internship program formats are also included. (JD)

ED 291 692 SP 029 891

ED 291 692 SP 029 891
Prater, Merie P.
Predicting Teacher Education Course Quality Effects on Elementary Teachers' Perceptions of
Teaching Proficiencies.
Pub Date—19 Feb 88
Note—23p.; Paper presented at the Annual Meeting of the American Association of Colleges for
Teacher Education (New Orleans, LA, February
17-20, 1988).
Pub Tyne—Speeches/Meeting Papers (150)—Re-

17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Course Content, "Course Evaluation, Elementary School Teachers, Instructional Effectiveness, Program Evaluation, Research Methodology, "Teacher Attitudes, "Teacher Education Curriculum
The major purpose of this stock."

ucation Curriculum

The major purpose of this study was to produce a research method for use in studying how the inherent qualities of college courses taken during the teacher education years can be used to predict how practicing elementary teachers may perceive their later teaching proficiencies. The 101 teachers who participated in the study had collectively enrolled in

636 courses. The study methodology required the qualities associated with the 636 courses taken by the teachers to be defined and quantified. The course qualities were defined in terms of their humanistic-ethical, creative-aesthetic, scientific-quantitative, and vocational-utilitarian quality characteristics. The instrument developed for the survey consisted of 16 statements in sets associated with the four teaching functions of: (1) content/knowledge; (2) people relationships; (3) methods/procedures; and (4) professional orientation. One of the major findings was that the most disparaging correlations found were from the effects of an overwhelmingly large number of course hours and grade point average quality components accumulated by the teachers in the vocational-utilitarian course quality area. The findings are analyzed and discussed from the viewpoint of improvement of teacher education courses. Survey results are displayed on graphs and charts. (JD)

ED 291 693 SP 029 892 Gillett, Tom Halkett, Kim A.

RCSD Mentor Program Evaluation: The Policy
Implications, January 1983,
Pub Date—Feb 88

lote—32p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF91/PC02 Plus Pestage.

Descriptors—Beginning Teachers, Carcer Ladders, Decision Making, Educational Change, Elementary Secondary Education, "Internship Programs, Masster Teachers, "Mentors, "Policy Formation, Professional Recognition, "Program Evaluation, "Teacher Role Identifiers—Peer Assistance and Review Program, Rochester City School District NY

In September 1986 the Rochester City School District (New York) implemented the Peer Assistance and Review (PAR) Program. This program is a pilot project designed to provide internships is onew teachers and intervention to tenured teachers who are in need of assistance. The purpose of peer susisted internships is to help develop and retain effective new teachers. The PAR program pairs new teachers (interns) with experienced teachers (mentors) during their first year in the District. Mentors help interns develop and refine their teaching skills and also acquaint the new teachers with their other teaching responsibilities. This paper prosents a description of the program and outlines the salient factors involved in a comprehensive evaluation of the program's effectiveness. The purpose of the evaluation was to: (1) determine whether PAR internships have had an impact on developing and retaining good teachers; (2) provide a mechanism for improving the PAR Program; and (3) document efforts contributing to staff development, student achievement, and teacher professionalism. In describing and discousing the program and its evaluation, reflections are included on the implications for policy formation in the District. (JD)

SP 029 899 A Study of the Problems Eacountered by Black Students in Florida Secondary Schools and Pro-posed Solutions.

A Study of the Problems Eacountered by Black Students in Florida Secondary Schools and Proposed Solutions.

Plorida Inst. of Education, Jacksonville.

Pub Date—31 Oct 87

Note—77p.

Pub Type— Reports - Research (143)

EDRS Price - MF91L/PC04 Plus Postage.

Descriptors—Academic Aspiration, "Black Students, Economic Factors, Role Models, Secondary Education, "Secondary School Students, Problems, Teacher Attitudes

Identifiers—*Florida

The State Board of Education Advisory Committee on the Education of Blacks in Florida authorized three studies which examine issues of special concern. In this study of the problems of black secondary students in Florida, three specific objectives were set: (1) to identify the problems encountered by these students; (2) to identify proposed solutions, and to identify what extent these solutions appear to be working; and (3) to make recommendations for improving the status of black students enrolled in Florida secondary schools. Data were gathered from a review of the literature, expert testimony, and student diaries. It was found that the problems these students experience fall into two broad-based

categories-school related and personal concerns. Within these two categories were clusters of issues that change and interact with other clusters of issues. A brief analysis is presented of 14 specific problems faced by black students, e.g., teacher expectancy/attitudes, declining educational aspiration, pregnancy and drugs. A discussion is presented on various measures that have been taken to find solutions to some of these problems and suggestions are made for future research. Data collected for the study are presented in 19 appendices containing 11 tables, 5 figures, questions asked of expert informants, a diary completed by student sample, and categories of response key. (JD)

categories of response key. (JD)

ED 291 695

SP 029 902

Public High School Graduates, 1986. E.D. TABS.
Center for Education Statistics (OERI/ED), Washington, DC.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 9, Grade 12, "High School Graduates, National Norms, National Surveys, "Public Schools, "Secondary Education

This report presents final data on public high school graduates for the 1985-86 school year. It includes tabulations for public schools on the number of graduates for the 1985-86 school year. It includes tabulations for public schools on the number of graduates (12th-grade student membership, and 9th-grade student membership in the year the graduates were 9th-grade students. Data in this report were due from State education agencies to the Center for Education Statistics on March 16, 1987, and were final as of August 15, 1987. The tabulations are prefaced by a description of the survey methodology, indicating the limitations of the data. (JD)

SP 029 903 ED 291 696 ED 291 696
Personnel Profile. Characteristics of Certified
Public School Employees 1978-79 through
1986-87.
North Carolina State Dept. of Public Instruction,

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Jan 88

Note—93p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Administrator Characteristics, Elementary Secondary Education, Employment Patterns, "Librarians, "Principals, Public Schools, School Personnel, "Teacher Characteristics Identifiers—"North Carolina A nine-year profile is presented of the characteristics of certified public school employees in North Carolina between 1978-79 and 1986-87. Certified employees are grouped into functional areas based

Carolina between 1978-79 and 1986-87. Certified employees are grouped into functional areas based upon each person's primary work assignment. The functional areas include: (1) teachers; (2) principals; (3) assistant principals; (4) central office administrators and subject and support area specialists; (5) ilbrarians; (6) guidance counselors; and (7) other certified personnel. Important characteristics such as average age and experience levels, racial and sexual composition, and college degree levels are listed. In addition to reporting the yearly status of current employees by functional areas, information is also reported on personnel who left or entered employment in the various functional areas. Information concerning the distribution of employees by experience level is reported for each category of certified personnel. (JD)

SP 029 904

Keps. Thomas P.

Teacher Empowerment and Renewal: A Four-teen-Month Mid-Career Enhancement Program.

Pub Date—Feb 88

Note—49p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February

ing of the American Association of Colleges for Teacher Education (New Orleans, I.A, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—"College School Cooperation, Curriculum Development, "Enrichment Activities, "Improvement Programs, "Inservice Teacher Education, Locus of Control, Program Costs, "Program Development, Self Actualization, Self Evaluation (Individuals), Teaching Experience Identifiers—University of New Mexico
A description is given of the Teacher Enhancement Program developed by the University of New

Mexico in conjunction with the Albuquerque (New Mexico) Public Schools. In developing this program, designed to discover and address the needs of mid-career teachers, the developers first examined the rationale behind preservice and first-year supervision and support programs and the ways in which knowledge of beginning teachers might inform the choice of a program responsive to the needs of experienced teachers. A discussion is offered on the problems faced by the program planners, such as questions of costs to the institutions and participants and allocation of time. The collaborative roles of the university and the schools within the organization of the program are described. In discussing the design of the curriculum, an explanation is presented of the reasons for deciding to create a model that included a focus on the teacher as an individual striving for self-improvement. From this focus, a model emerged that had a framework encompassing six major themes: reflection, empowerment, knowledge, collaboration, articulation, and self-evaluation. (JD)

SP 029 905 ED 291 698

Clistad. Roger G.

The Relationship of NTE Exams to Teacher Education Admission, Performance, and Employment. Pub Date—Feb 88

Note—16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

ing of the American Association to Colleges in Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price • MP01/PO1 Plus Postage.

Descriptors—*Admission Criteria, Higher Education, Preservice Teacher Education, *Standardized Tests, Teacher Certification, *Teacher Employment, Testing Programs, Test Validity Identifiers—*National Teacher Examinations Questions have been raised about what criteria to use in selecting, training, and hiring teachers, and when those measures should be taken-at the time of entrance to teacher preparation programs or at the end of training and at the time of certification. Another question concerns the demonstrated teaching competency of the teachers selected and prepared by institutions relying on rigorous admission and exit criteria. A final question emerges about the employment of student teachers who do demonstrate competence on tests in performance. This paper reports on a series of five studies conducted at a major university over a two-year period. Admission criteria, performance and employment of student teachers were examined in the light of scores on the National Teacher Examinations (NTE) for General Knowledge or for disicpline specialization in either the life sciences, physical sciences or social studies areas. Results show that the NTE tests do not contribute additional information about the student teachers that isn't already available through other measures, nor does NTE predict either teaching performance or employment of teachers. (JD)

performance or employment of teachers. (ID)

ED 291 699

O'Loughlin, Michael Campbell, Malcolm B.
Teacher Preparation, Teacher Empowerment, and
Reflective Inquiry: A Critical Perspective.

Pub Date—Feb 88

Note—48p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MP01/POL2 Plus Postage.

Descriptora—Beliefs, "Cognitive Development, Cognitive Processes, "Educational Psychology, Higher Education, Inquiry, Preservice Teacher Education, "Psychological Studies, "Research Needs, "Theory Practice Relationship Identifiers—"Reflective Inquiry

This paper deals with questions having to do with the nature and effects of teachers' beliefs about schooling, and to the psychological relationship between theory and practice. It is posited that teachers' beliefs are likely to have a profound influence on their actions. A critical analysis of current school performance and teacher education methods leads to the conclusion that a single type of epistemology, primarily empiricist in nature, is pervasive in schools and in teacher education generally. Suggesting that the prevailing set of beliefs is over-simplistic, the primary problem of teacher training as a developmental issue is explored. The issue is addressed from a psychological point of view in terms

of a proposed process of reflective inquiry. The inquiry model is then extended and it is argued that a similar inquiry system is necessary to help students build connections between theory and practice. Both uses of inquiry are illustrated by means of examples from other bodies of literature. A philosophical justification of a reflective inquiry approach to teacher education is presented with emphasis on the benefits in terms of teacher empowerment. A brief synopsis is presented of a current attempt to implement these ideas in the context of a foundational course in educational psychology. The primary purpose of the paper is to provide the basis for a new research agenda in teacher education. (JD)

ED 291 700

SP 029 907

Votaw, Bonnie L. Pleacho Junior High School Excellence Award: A Report to the Department of Education, Decem-ber 1987.

ber 1987.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 87

Note—65p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, Classroom Techniques, *Improvement Programs, Instructional Materials, *Junior High Schools, Parent School Relationship, Secondary Education, *Student Motivation, Surveys, Teacher Evaluation.

dance, Classroom Techniques, "Improvement Programs, Instructional Materials, "Junior High Schools, Parent School Relationship, Secondary Education, "Student Motivation, Surveys, Teacher Evaluation
Picacho Junior High School serves a student population of 1,070 and is located in Las Cruces, New Mexico. The purpose of the project, developed as result of the school excellence award, was to improve student motivation, attendance and achievement through dual activities: (1) enhancing teacher competency through a staff development plan using the Classroom Management Training Program; and (2) increasing parent contact with the school. Thirty of the school's 54-member faculty were trained in two groups, with the first group of teachers acting as trainers and subsequent coaches for the second group. The training focused on an integrated model of positive discipline and positive instruction. Explicit efforts were made to increase the number of contacts with parents, through phone calls from counselors, conferencing with teachers, and mailing of mid-term grade reporting information. As an outcome of the training, teachers, students and parents saw improvement in student motivation. Office referrals for discipline dropped an average of 28 percent during the period of time compared to the same period the previous year. Attendance rates for students remained virtually unchanged for the comparison times, but membership in the Honor Society increased by 47 percent. (Appendices making up more than half the document include survey forms and extensive training material samples). (Author)

SP 029 911 ED 291 701

ED 291 701

Simmons, Barbara J. Jarchow, Elaine
Colleges of Education/Arts and Sciences and Local
School Districts: Collaborative Efforts.
Pub Date—Feb 38
Note—8p; Paper presented at the Annual Meeting
of the American Association of Colleges for
Teacher Education (New Orleans, LA, February
17,20, 1988).

of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, Beginning Teachers, *College School Cooperation, *Cooperative Programs, Elementary Secondary Education, Master Teachers, Research Projects, Teacher Education, Master Teachers, Research Projects, Teacher Education, Mester Teachers, Research Projects, Teacher Education Programs, *Peacher Internal Identifiers—*New Mexico State University Teacher Internal

interns and describes 11 unique field experiences available to the program participants. (JD)

SP 029 923

ED 291 702

Preventing AIDS. Health Education Curriculum Supplement for Middle Level Schools. North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

Pub Date—87

Note—113p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Fries - MF91/PC05 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Behavior Change, *Disease Control, Drug Abuse, *Health Education, *Middle Schools, Parent Participation, *Prevention, Secondary Education, Secondary School Carriculum, Sexuality, Student Attitudes, Student Behavior Identifiers—North Carolina

This health education curriculum supplement is intended to provide middle school students with a basic core of factual instruction about acquired immune deficiency syndrome (AIDS). The instruction is designed on a middle school level of comprehension to present enough selected facts, to demonstrate the logic behind and value of the primary means of preventing AIDS, and the fallacies inherent in some of the dangerously misleading myths about AIDS. It is emphasized throughout that abstinence from sexual intercourse and intravenous drugues is the surrest, afects, and best way to avoid AIDS. Included in the contents of the handbook are discussions on: (1) the rationale for AIDS prevention education; (2) the North Carolina State Board of Education AIDS education guidelines; and (3) parental involvement in AIDS education. Background reading for the teacher is included, as well as suggestions for clasaroom instruction. A set of four student lessons is offered that presents activity objectives, descriptions, teaching resources, and reproducible pages. (JD)

ED 291 703 SP 029 924

McPartland, James M. And Others School Structures and Classroom Practices in Elementary, Middle, and Secondary Schools. Report No. 14.

Report No. 14.
Johns Hopkins Univ., Baltimore, Md.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Jun 87

Grant---OERI-G-86-0006

Grant - Order - Note - 76p.
Pub Type - Reports - Research (143) - Numerical/Quantitative Data (110)

Pub Postage.

Note—769.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF91/PCB4 Plus Pestage.
Descriptors—Academic Ability, Educational Environment, Elementary Secondary Education, *Grouping (Instructional Purposes), Middle Schools, School Demography, *School Organization, *School Schedules, *Socioeconomic Status, *Student Characteristics, *Teacher Distribution This paper analyzes data from the Pennsylvania Educational Quality Assessment (EQA) and the National Assessment of Educational Progress (NAEP) to provide a description of grouping, staffing, and scheduling practices that currently exist in elementary, middle, and high schools. The practices are found to follow a continuum from elementary through high school that proceeds from an early emphasis on "pupil orientation" to a later emphasis on "subject-matter" orientation. These emphases drive decisions about the scheduling, staffing, and grouping practices that foster the particular learning environments and activities that define a school's instructional program. The paper specifically examines the implications of these practices for middle schools. Survey data are displayed in graphs and tables and 29 references are included. (Author/ID)

McPartland, James M.

Balancing High Quality Subject-Matter Instruction with Positive Teacher-Student Relations in the Middle Grades: Effects of Departmentalization, Tracking and Block Scheduling on Learning Environments. Report No. 15.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 87

Grant—OERI-G-86-0006

Note—38p.

Pub Type.

Grant—OERI-U-80-AND Note—38p. Pub Type— Reports - Research (143) EDRS Price - MF0L/PC02 Plus Postage. Descriptors—Ability Grouping, *Class Organiza-

tion, Class Size, *Departments, Instructional Improvement, *Middle Schools, Secondary Education, *Self Contained Classrooms, Student Placement, *Teacher Student Relationship, *Time Blocks, Track System (Education)
This study tests the general hypothesis that there is no single best way to organize a middle school to meet the variety of needs of early adolescent students. Using data from a sample of 433 schools in the Pennsylvania Educational Quality Assessment, it examines the effects of self-contained classroom instruction and departmentalization on two generally agreed-upon educational goals-positive student-teacher relations and high quality subject-matter instruction. The study finals self-contained classroom instruction benefits student-teacher relations at a cost to high quality subject-matter instruction, while departmentalization improves the quality of instruction in specialized subject matter at a cost to student-teacher relations. The same types of effects are proposed by analogy for scheduling and grouping practices. (Author)

SP 029 932

Approved Teacher Education Programs in South Carolina 1987-88, Edition VI. South Carolina State Dept. of Education, Columbia. Pub Date-Oct 88 e-127p.; For the 1986-87 edition, see ED 278

663.

Pub Type—Reports - Descriptive (141) — Numerical (Quantitative Data (110)

EDRS Price - MF01/PO6 Plus Pestage.

Descriptors—*Accreditation (Institutions), *Degrees (Academic), Higher Education, Program
Validation, *Standardized Tests, State Standards,
State Surveys, *Teacher Education Curriculum,
*Teacher Education Programs
Identifiers—*South Carolina
This hooket provides comprehensive information

This booklet provides comprehensive information on schools of education in South Carolina. Backon schools of education in South Carolina. Background information is given on State policies about interstate reciprocity, the Master of Arts in Teaching program, and required examinations for certification. The 28 colleges are listed alphabetically with complete listings of programs and the following information about each: (1) address and phone number; (2) affiliation; (3) contact person; (4) accreditation (either regional of NCATE); (5) teaching level; (6) initial approach dates and dates of expiration; and (7) degree program (either undergraduate or graduate). A staff directory of the South Carolina Office of Teacher Education and Certification is included. (JD)

ED 291 706 SP 029 934

Main Trends in the Research of Content and Methods of Teacher Education. Proceedings of International Symposium (Prague, Czechoslova-kia, May 24-26, 1983).

Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.

Pub Date

Pub Date—87
Note—374p.
Pub Type—Collected Works - Proceedings (021) —
Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Educational Philosophy, "Educational Theories, Educational Trends, Elementary
Secondary Education, "Foreign Countries, "Inservice Teacher Education, "Institutional Cooperation, "Research Utilization, Social Values
Identifiers—"Socialist Countries
Thirty napers are presented from a symposium

eration, "Research Unitration, Social values Identifiers—"Socialist Countries
Thirty papers are presented from a symposium devoted to the problems of the main trends in the research of the content and methods of inservice teacher education. Symposium participants represented the educational systems of Bulgaria, Hungary, East Germany, Poland, Cuba, Romania, the Union of Soviet Socialist Republics, and Czechoslovakia. In all countries whose representatives attended the Symposium, a unified system of inservice education of teachers and other educational personnel has either already been established or is in its initial state. The participants in the Symposium assessed certain results of scientific research of inservice teacher education which appear to be topical and useful. Emphasis of the Symposium was on the development of a unified, internally differentiated system of inservice education of educational personnel in the socialist countries. (JD)

ED 291 707 SP 029 935 cation for Health in Europe. A Report on a

WHO Consultation on Co-ordinated Infrastruc-ture within a Health Promotion Strategy (Co-penhagen, Demark, June 11-12, 1987). World Health Organization, Copenhagen (Den-mark). Regional Office for Europe. Pub Date—Jun 87

Note—57p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Drug Abuse, Foreign Countries,
"Global Approach, Government Role, "Health Education, Health Services, "Information Dissemination, Life Style, "Policy Formation, "Program Development, Social Action Identifiers—World Health Organization
This consultation was seen as a part of a process to encourage member states of the World Health Organization to redefine the role of health education in relation to health promotion and to improve their health education policies and practices as tools for health promotion. Reviews are presented of three papers: (1) "A Conceptual Analysis of Major Developments Concerning the Structure and Functions of Health Education" (Keith Tones); (2) "A Review of Major International Developments Concerning the Butteuture and Functions of Health Education" (Hans Hagendoorn). The papers themselves are annexed to this bookiet. References for each paper are included. (JD)

ED 291 708 AIDS Instructional Guide: Grades K-12. Health. New York State Education Dept., Albany. Bureau of Curriculum Development.

of Curriculum Development.
Pub Date—Dec 87
Note—191p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, Elementary Secondary Education, Interpersonal Relationship, *Lesson Plans, Life Style, Parent School Relationship.
This mide provides a francework for Acquired

personal Relationship, *Lesson Plans, Life Style, Parent School Relationship
This guide provides a framework for Acquired Immune Deficiency Syndrome (AIDS) instruction within a comprehensive health education program stressing positive health behaviors. The guide is structured for (1) provide information to school personnel on how to implement a home/school/community approach to AIDS instruction; (2) provide suggested grade-level cluster lessons that are considered age-appropriate and sequentially developed through objectives and learner outcomes from K-12; (3) stress healthful lifestyles; (4) provide, in grades K-6, a focus on AIDS that will allay fear and concern; (5) stress abstinence in all lessons where methods of prevention are discussed; (6) provide connections to the Health Syllabus and Regents Goals; and (7) provide current information on AIDS. The following information is appended: (1) education law, regulations of the Commissioner of Education, and rules of the Board of Regents; (2) ample adolescent pregnancy prevention projects; (3) information on AIDS and condoms; and (4) compendium of teacher vocabulary lists. (JD)

ED 291 709

ED 291 709

SP U29 943

Peterson, Daniel L. And Others

The Critical Professional Skills of Teaching: A

Laboratory Approach to Teacher Education and

Program Verification.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

Pub Date—Feb 88

Note-57p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

17-20, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—*Clasaroom Observation Techniques, *Evaluation Methods, Higher Education, Measurement Objectives, *Measures (Individuals), Preservice Teacher Education, Student Evaluation, *Student Teachers, *Teaching Skills Identifiers—Northern Arizona University
This paper describes a pilot project that investigated two key elements of the Teaching Skills Laboratory Network. The first of these was the use of a performance assessment instrument, and the second was the development of a teacher education database. In order to provide a contextual perspective, the discussion of these two items is prefaced by a

brief overview of the origins and mission of the Center for Excellence in Education at Northern Arizona University. The pilot project was designed to determine whether a teacher observation instrument can be used effectively in a preservice program during the course work phase prior to student teaching, and also be used during the student teaching phase. The study sought to determine areas in which students tended to be relatively strong and relatively weak. The pilot sought to identify any emergent patterns during the securition of proficiency in teaching skills, and whether any students were "at risk" due to poor performance. It was hoped that clues would be found that would help tie preservice and inservice together in a way that would foster new partnerships between universities and public schools. (JD)

SP 029 945

Driscoll, Amy And Others
Portland State University's Cooperative Professional Educational Program: An Alternative Program Response to Reform.
Pub Date—Feb 88
Note—24a-1

Note—24p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

17-20, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Beginning Teachers, *College School Cooperation, *Cooperative Programs, Educational Change, Higher Education, *Internalin Programs, *Program Development, *Program Evaluation, Program Implementation, Teacher Interns, Teacher Orientation

Implementation, Teacher Interns, Teacher Orientation
Identifiers—"Cooperative Professional Education
Program, Portland State University OR
A description is given of the Cooperative Professional Education Program (CPEP) that was developed and implemented by a teacher education institution and two public school districts. CPEP differs from traditional programs in the concurrent offering of coursework and clinical experience in an integrated year-long internaship. The major components of the program include: (1) the selection process for all participants (interns and support teachers from the public schools); (2) the Individual Learning Plan, developed personally by each intern; (3) collaboration between university and public schools that provides a support team for each intern; and (4) the induction process. Because of the year-long nature of CPEP, the informal induction process begins before certification or hiring. Formally, the CPEP model has an induction phase which provides the beginning teacher with a mentor, an Individual Professional Development plan, and a professional development team to assist. A description of the research and evaluation studies of each major component of the CPEP is juxtaposed with related reform recommendations and concerns to illustrate the program in the context of suggested reforms. (JD)

SP 029 947 ED 291 711

ED 291 711

Meister, Gail

Meister, Gail

Mester, Gail

Mester, Gail

Merster, Gail

Maryland 1986-87.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Sep 87

Note—124p.; This study was conducted for the
Maryland State Department of Education, Staff
Development Branch.

Pub Type— Reports - Research (143) — Reports Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Beginning Teachers, Demonstration
Programs, Elementary Secondary Education,
"Improvement Programs, "Program Design, Program Evaluation, "Staff Development, "State
Programs, Teacher Orientation
Identifiers—"Maryland
A report is given of a study conducted on the
nature and extent of support that local school systems in Maryland currently provide to new teachers. The study had two components: a statewide
survey polled Associate or Ausistani Superintendents of instruction in 23 of Maryland's 24 county
school systems and a sample of school-based and
central office-based staff whom they identified as
active in providing training or support to new teachRIE JUL 1988

ers. The survey provided information about goals of the programs for new teachers, personnel involved in selected administrative tasks, the number and type of new teacher participants served, strategies for new teacher development used in these programs, program changes anticipated in the next year or two, and perceptions about their strengths and weaknesses. The case studies reviewed seven programs that represented promising approaches to new teacher development. The case studies also provided detailed information about various programmatic and administrative components of these programs, and suggested what made them work in their settings. (JD)

ED 291 712 SP 029 948 Zeller, Paula Klevan Jacobson, Michael F. Eat, Think, and Be Healthy! Creative Nutrition Activities for Children.

Activities for Children. Center for Science in the Public Interest, Washington, D.C.

Report No.—ISBN-0-89329-016-5 Pub Date—May 87

Pub Date—May 8/ Note—151p. Available from—Center for Science in the Public Interest, 1501 16th St. NW, Washington, DC

Interest, 1501 16th St. NW, Washington, DC 20036 (\$9.25).
Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Eating Habits, *Health Activities, *Health Materials, Intermediate Grades, *Lesson Plans, *Nutrition Instruction, Physical Health This book provides an activity-oriented guide to a nutrition instruction program. The 56 activities, described and illustrated, are suitable for children from the third to the sixth grade. For each activity, a scribed and illustrated, are suitable for children from the third to the sixth grade. For each activity, a description is presented as well as the purpose of the activity, materials and resources needed, and the procedures to follow. Reproducible student pages are included. School subjects that may be related to each activity are also suggested, and recipes are provided for about 30 activities. The appendix offers "Nutrition in a Nutabell" as well as indexes to the recipes and related subject notes. (JD)

Haskins, Ron. Ed. MacRae, Duncan. Ed. Policies for America's Public Schools: Teachers, Equity, and Indicators.
Report No.—ISBN-0-89391-444-4 SP 029 949

Report No.-I Pub Date-88

Note—303p.

Available from—Ablex Publishing Corporation,
355 Chestnut St., Norwood, NJ 07648 (\$39.50).

Pub Type—Reports - Descriptive (141) — Books

(010)

Pub Type—Reports - Descriptive (141) — Books (010)

Decument Not Available from EDRS.
Descriptors—"Educational Change, "Educational Policy, Educational Testing, Elementary Secondary Education, Equal Education, Planning Commissions, "Policy Formation, "Public Schools, School Districts, Teacher Education, Teacher Improvement, Teacher Recruitment, Teacher Improvement, Teacher Recruitment, Teacher Salaries, Trend Analysis

This book focuses on the education commission and its policy recommendations and provides an evaluation of policies on teachers and teaching, equity, and uses of educational testing to assess the effects of reform. The volume examines both equity and excellence in American education. After an introductory chapter providing an overview of the commission reports, separate sections discuss teacher training, pay and incentives, equity and diversity among the student population, and the use of indicators to assess educational progress and to inform decision making. The chapters in each section emphasize policies that schools should adopt to address the respective issue. A summary chapter reviews the entire volume and summarizes the policy recommendations. (JD)

ED 291.714

ED 291 714

SP 029 950

The President's Council on Physical Fitness and Sports 1985. National School Population Fitness Survey.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date—86

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adolescents, *Children, *Comparative Analysis, Elementary Secondary Education, *Physical Fitness, Research Methodology, Sex ED 291 714 SP 029 950

Differences
Results from a national survey of the physical fitness of the nation's school children are presented in this monograph. The research was conducted to: (1) assess the physical fitness status of American public school children and youth ages 6-17, and establish national norms for this age group by sex and age, in 5 percent increments; (2) compare these dats with the results of three similar national studies completed in 1958, 1965, and 1975; and (3) review and modify, if necessary, standards for the President's Council on Physical Fitness and Sports "Presidential Physical Fitness Award" for school children. A national probability sample of 18,857 public school children in grades 1-12 was selected, resulting in data from 9,678 boys and 9,179 girls from 32 states, 52 school districts, and 161 schools. These children and youth were randomly administered six tests of physical fitness from a battery of nine tests. The data were collected and analyzed and conclusions were made. Statistical data are presented in tables. (JD) (JD)

BP 029 95
Hughes, Phillip, Ed. And Others
Better Teachers for Better Schools.
Australian Coll. of Education, Cariton, Victoria.
Report No.—ISBN-0-909587-46-9
Pub Date—87
Non.—128 ED 291 715 SP 029 952

Note—364p.

Available from—The Australian College of Educa-tion, PO Box 361, Carlton 3053, Victoria, Austra-

tion, PO Box 361, Carlton 3053, Victoria, Australia (314-95).

Pub Type— Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Academic Standards, Elementary

Secondary Education, Foreign Countries, Individual Development, *Policy Formation, *Professional Development, *Program Improvement,

*Public Schools, School Districts, *Teacher Im-

*Public Schools, School Districts, *Teacher Improvement Identifiers—*Australia Professional development for teachers will continue to be central to the continuing need to help schools deal more effectively with the problems of change. Three themes are emphasized—the individual teacher, the school, and the system. This publication, consisting of 24 papers, is intended to inform public debate on the issue which is critical to the adoption of long term policies in Professional Development. (Author/JD)

SP 029 955 ED 291 716

relopment. (Author/JD)

ED 291 716

SP 029 955

Spafford. Charlotte

A Case Stady of a Beginning Teacher's Development of Practical Knowledge.

Pub Date—Sep 87

Note—104p.; Master's Thesis, Queen's University.

Pub Type—Dissertations/Theses - Masters Theses
(042) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Beginning Teachers, Elementary

Education, Grade 2, "Metacognition, Professional Development, "Role Perception, Self Actualization, Self Evaluation (Individuals), Teacher Administrator Relationship, "Teacher Attitudes, "Teacher Student Relationship, Teacher Attitudes, "Teacher Student Relationship, Teacher Attitudes, "Teacher Student Relationship as expressed in her reflections on her actions during her first year of teaching. The view of practical knowledge as expressed with the concept of reflection-in-action developed by Schon (1983). Practical knowledge is seen here as a conceptualization of the kinds of knowledge demonstrated by teachers as they are teaching. Ten interviews at regular intervals during Rachel's first year of teaching provided the data for the study. Through these interviews, it was possible to trace the development of her teaching provided the data for the study. Through these interviews, it was possible to trace the development of her reaching experiences and her growing awareness of her own practices. The study illustrates the importance to Rachel of regular discussion of her teaching experiences and her reflections on her own practices. The study of beginning teachers and hever the development of her teaching experiences and her reflections on her role in the study. The study concludes with an exploration of ways in which the concept of practical knowledge can be extended through the study of beginning teachers and how the dialectical model can be a valuable way to gain insight into a teacher's perceptions of fire research and her reflections model can be a valuable way to gain insight into a teacher's perceptions of practice. (Au-

ther)

SP 029 956 ED 291 717 Klug, Beverly J. Teacher Inducti tion in Southeastern Idaho: Prelimi-

Ring, Beverly J.

Teacher Induction in Southeastern Inlaher Preliminary Report.

Pub Date—13 Feb 88

Note—26p; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Elementary Education, Elementary School Teachers, Helping Relationship, Inservice Education, *Mentors, Peer Relationship, Program Attitudes, *Program Effectiveness, *Teacher Orientation Identifiers—Beginning Teacher Induction, Idaho The research investigation reported in this document concerns a study of induction for beginning years teachers that involved an examination of the effectiveness of two models employed: one a loosely structured Buddy System (mentor plus beginning teacher) and one a highly structured Induction Team approach (mentor, administrator, and representative of higher education working with beginning teacher). Beginning teachers (Brist or second year in elementary settings) were randomly chosen and assigned to one of the two models. Methods used for the study included both qualitative and quasitative means. The researcher acted as a participant observer during the length of the study. Results indicated that there are important elements that must be considered in order for an induction program to be effective and that such a program should be initiated during the first year of teaching in order to be most beneficial for beginning teachers. Participants stated a preference for the highly structured Induction Team approach rather than the loosely conceived Buddy System approach. (Author/JD)

ED 291 718

SP 029 971

Shelton, Aubrey W. And Others
A Longitudinal Study of Pre- and Post-Reform Act
Data on Elementary Education Majors.
Pub Date—Nov 87

Pub Date—Nov 87
Note—11p; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

sociation (Mobile, AL, November 10-13, 1987). Pub Types—Speches/Meeting Papers (150) — Reports - Research (143) EDRS Price - MF01/PC01 Plus Postags. Descriptors—*College Entrance Examinations, Educational Change, *Educational Legislation, *Education Majors, Elementary Education, *Elementary Education, *Elementary Education, *Glementary Education, *Standardized Tests
This study examined the impact of the Mississippi Legislative Reform Act on elementary education majors. The purpose of the study was to organize data to be used to provide short and long term program planning specifically for future elementary school teachers. Phase one of the study provided a demographic profile of students majoring in elementary education at Mississippi State University. The second phase will study predictive relationships between the American College Test (ACT), the National Teacher Examination (NTE), and the State of Mississippi College Outcome Measures Program (COMP). The sample included data from all elementary education majors graduating beginning fall 1982 through 1987, a time period encompassing two years before and three years after the Mississippi Legislative Reform Act. Mean test scores are reported for the ACT and NTE, the commonly accepted standardized measures. An analysis indicates significant positive change in all ACT areas and the general knowledge of the NTE. It is posited that the major change that could have produced improvement in scores was caused by the screening out of students by using the COMP. (JD)

SP 029 972

Blackbourn, Joe M. Wilkes, Sam T.
The Relationship of Teachers' Perceptions of the Supervisory Conference and Teachers' Zones of Indifference.
Pub Date—36
Note—10p.; Pare-

Solution 100 (See — 100). Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

pe—Speeches/Meeting Papers (150) — Re-- Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, "Supervisory Methods, "Teacher Administrator Relationship, "Teacher Attitudes, "Teacher Evaluation, Teacher Response

The purpose of this study was to determine the relationship between teachers' perceptions of the supervisory conference as measured by the "Supervisory conference Raing" (SCR) and the zones of indifference as measured by the "Zones of Indifference Instrument" (ZII). The SCR and the ZII were responded to by 159 teachers from 5 selected achools in a large school system in Mississippi (an 80 percent response). The findings indicated that teachers who have high resistance to administrative directives view the supervisory conference less positively than teachers who have low resistance to administrative directives. (JD)

SP 029 973 District Efforts in Substance Abuse Education OERI Builetin.

Center for Education Statistics (OERI/ED), Wash-

ington, DC. Pub Date-Dec 87

Note—26p.; For related document, see SP 029 825.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141) — Tests/Questionnaires (160)

naires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Curriculum Development, "Drug Abuse, "Drug Education, Elementary Secondary Education, Institutional Characteristics, Prevention, "Program Effectiveness, "School Districts, "School Policy

*School Policy
The survey discussed in this report was sent to a
national probability sample of 700 public school districts seeking information on their substance abuse
prevention activities. Resulting data, listed in tables,
provide information on: (1) percent of districts with
a written substance abuse policy; (2) actions taken
or considered in response to substance abuse infractions; (3) number and percent of districts requiring
substance abuse education at each instructional
level; (4) percent of districts offering substance
abuse education in different areas of the curriculum. abuse education in different areas of the curriculum, by instructional level; (5) percent of districts offer-ing activities within substance abuse programs; (6) percent of districts rating various activities within percent of districts rating various activities within their substance abuse programs as the three most effective; (7) total and mean number of staff per 10,000 students with full or part time responsibili-ties concerning substance abuse education; (8) per-cent of districts receiving technical assistance consisting substance abuse from various sources; (9) cent of districts receiving technical assistance regarding substance abuse from various sources; (9) percent of districts receiving technical assistance regarding substance abuse and desiring more assistance; (10) percent of districts indicating whether student substance abuse has increased or decreased over the past 2 years; and (11) selected standard errors by district characteristics. A copy of the survey questionnaire is appended. (JD)

ED 291 721 SP 029 975

Person, William A. And Others
The Effectiveness of Research Applications for
Teaching Materials on Achievement and Classroom Performance of Selected Preservice Teach-

Pub Date-Nov 87 ote—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

cisition (16th, Mobile, AL, November 11-13, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MPDI/PCDI Plus Postage.
Descriptors—Classroom Techniques, Course Content, Higher Education, High Schools, *Instructional Materials, Preservice Teacher Education, *Research Utilization, Secondary School Teachers, *Student Teachers, *Teacher Effectiveness This study sought to determine if there were significant differences in the performances of student teachers trained in the curriculum materials designed to implement findings from research one-fective teaching and those of student teachers trained in traditional curriculum. Thirty-aix students enrolled in an upper level course, Principles of High School Teaching, during the 1986 Fall Semester, were subdivided into groups of 18 each and were randomly assigned to experimental or control groups. Each group received 40 hours of instruction during the first eight weeks of the semester. The experimental group studied materials in the areas of research findings on effective teaching, classroom

interactions, classroom management, and instruc-tional evaluation. Additionally, they conducted simulated practices of teaching skills related to the materials studied. The control group studied materi-als traditionally taught in the Principles of High School Teaching course. Opportunities for this group to practice specific teaching skills were lim-ited. Results indicated that the experimental group achieved significantly higher scores than did the control group on the criterion-referenced test on effective teaching concepts. Also, the experimental group demonstrated an overall higher performance in the classroom than did the control group. Impli-cations for improvement of the preservice education program are discussed. (Author/JD)

ED 291 722 SP 029 978

Johnston, John M.
The Knowledge Base for Teacher Induction. A
Sciented Annotated Bibliography.
Pub Date—19 Feb 88

Selected Annotated Bibliography.

Pub Date—19 Feb 88

Note—25p; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 14-17, 1988).

Pub Type— Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Pustage.

Descriptors—Annotated Bibliographies, "Beginning Teachers, "Demonstration Programs, Educational Research, Elementary Secondary Education, Pilot Projects, "Program Development, Program Bevaluation, State Action, "Teacher Orientation Identifiers—"Beginning Teacher Induction In this annotated bibliography, articles and reports of studies on the subject of beginning teacher induction are cited. Covering the topic from different perspectives, these writings address the general purposes of induction programs and, in some cases, describe how a specific program meets these needs. Some of the articles provide information on the roles and contributions from local school levels, university and teacher education programs, and state or intermediate state agencies. Also included are discussions on such salient features of teacher induction programs as mentors and supporting school staff. Suggestions are made in some of the articles on how to develop, implement, and evaluate new induction programs. (JD)

SP 029 979

ED 291 723

Buller, E. Dean James, Terry L.

Overview of Three Teacher Induction Schemes and Theoretical Rationale for the Research Design.

Pub Date—Nov 87

Note—17p.; For related documents, see SP 029

980-982. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987).

Pub Type—Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF9L/PO1 Plus Postage.

Descriptors—*Beginning Teachers, Experiential Learning, Higher Education, Mentors, Preservice Teacher Education, "Program Evaluation, Teacher Interns, "Teacher Orientation Identifiers—*Beginning Teacher Induction, *Extended Degree Programs, Memphis State University TN

tended Degree Programs, Memphis State University TN.

An overview is presented of a research symposium that was structured to present a summary of major findings relative to the assessment of three teacher preparation-induction strategies implemented at Memphis State University during the 1986-87 academic year. Papers presented in the symposium summarized selected program features and addressed the research design, data collection strategies, and findings related to one study conceptualized within a comprehensive assessment of programs implemented in the second year of operating the university's Center of Excellence in Teacher Education. In this overview, summaries are given of the characteristics of the three fifth-year internship programs. The programs are based on different rationales and designs, and reflect distinct conceptual strategies of teacher preparation and induction. Twenty-one references are cited. (JD)

ED 291 724 SP 029 980

Etheridge, George W. And Others Graduated Teaching Internships: An Overview and Major Findings. Instruction. Pub Date—Nov 87 Note—26e.

ote-26p.; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-

cation (Mobile, AL, November, 1987). For related documents, see SP 029 979-982.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, "Internship Programs, Mentors, Professional Development, "Programs Effectiveness, Program Evaluation, Secondary Education, Socialization, Teacher Attitudes, "Teacher Interns, "Teacher Orientation Identifiers—Beginning Teacher Induction, Extended Degree Programs

This study describes and contrasts the activities and attitudes of 33 prospective secondary teachers in a graduate level, master's degree initial teacher certification program incorporating a year-long, three-phased internship in the public schools. The three phases of the internship were: teacher assistant, teacher associate, and teacher-of-record experience. Brief descriptions of the duties and responsibilities of each phase of the program are presented. The median age of the interns was 38.5, all had baccalaureate degrees with majors in their subject areas, and had previous work experience in other fields. Intern perceptions were obtained at the end of each phase of the internship through administration of the Teacher Induction Inventory. Major findings of the study are summarized: (1) interns reported significantly increased involvement in the complex roles of teaching over the year; (2) changes in awareness of the importance of instructional and professional aspects of teaching increased significantly; (3) mentor and university support were perceived positively; (4) the second (associate) phase of the year was viewed less positively than either of the other two, and (5) less positive views toward students were observed as the internship concluded. These findings are briefly analyzed in the summary. Tables present the data collected over the course of the study. (JD)

ED 291 725 SP 029 981

Franceschini, Louis A. Butler, E. Dean Fifth-Year Induction Internships and Mentor

Pub Date-Nov 87 Pub Later—Roy 8/ Note—22p.: Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-ciation (Mobile, AL, November, 1987). For related documents, see SP 029 979-982. Pub Type—Speeches/Meeting Papers (150)—Re-norts. Research (142)

ciation (Mobile, AL, November, 1987). For related documents, see SP 029 979-982.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, "Helping Relationship," Internahip Programs, "Mentors, Socialization, Social Support Groups, Teacher Orientation, "Teacher Role Identifiers—Beginning Teacher Induction, Extended Degree Programs

This study documents and compares practicioner-mentor roles in two fifth-year internahip programs: a master's degree program and an alternative certification program. In addition, it seeks to determine personal and professional factors believed to responsible for mentor success achieved. A brief summary of the premises upon which both intern assistance programs rest is provided. A total of 42 teachers served as practitioner-mentors and responded to a 26-item Likert scale on the mentor leve. Personal characteristics and competencies ratings were solicited through use of a 32-item Likert scale. Ratings of mentor success and school-related features that facilitated mentoring were obtained through a similar scale. Questions the study sought to answer were: (1) What practitioner-mentor roles were performed by the teachers in the assistance programs? (2) What personal characteristics and professional competencies were considered important? (3) How do practitioner-mentors rate the success they achieved and does this vary by program? and (4) What school-context factors enhance or hinder the success of mentors? Responses of mentors in the atternative program? Findings are reported and discussed, and data resulting from the study are presented in tables. Eleven references are included. (JD)

SP 029 982 McNelis, Mary Costner Etheridge, Carol Plata Comparative Analysis of Three Models of Induc-tion Internships. Pub Date—Nov 87

ote—30p.; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-

ciation (Mobile, AL, November 1987). For related documents, see SP 029 979-981.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, "Comparative Analysis, Higher Education, "Internship Programs, Mentors, Preservice Teacher Education, Program Effectiveness, Secondary Education, Teacher Attitudes, "Teacher Interns, Teacher Orientation"

grams, Mentors, Preservice Teacher Education, Program Effectiveness, Secondary School Teachers, Teacher Orientation Identifiers—Plegianing Teacher Induction
This study investigated differences in internship activities engaged in by subjects completing three different culminating field experiences and differences in attitudes held by the subjects toward various aspects of school personnel and school students. The three programs were: the traditional 10-12 weeks of student teaching; a phased nine-month internship, and a total immersion nine-month internship. The subjects were secondary education majors, 50 of whom had completed the traditional program, 30 had completed the phased program, and 17 had completed the total immersion internship. Descriptions are given of the salient features of each of the three programs. A discussion is presented on results in the areas of: (1) involvement in teaching activities; (2) instructional implementation activities; (3) instructional activities; (4) monitories and students, and their school's faculty, organization, and physical/cultural environment. Data gathered in the study are presented in 11 tables and some references are included. (JD)

McLaughlin, Milbrey Wallin Pfeifer, R. Scott Teacher Evaluation: Improvement, Accountability, and Effective Learning. Report No.—ISBN-0-8077-2890-X Pub Date—88 Note—16-72 SP 029 984

Note—167p.

Available from—Teachers College Press, Teachers
College, Columbia University, New York, NY
10027 (\$13.95). Pub Type— Reports - Descriptive (141) — Books (010)

Pub Type— Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.
Descriptors—"Administrator Responsibility, Elementary Secondary Education, "Evaluation Methods, Evaluation Needs, "Evaluation Problems, "Staff Development, Teacher Administrator Relationship, Teacher Effectiveness," Teacher Ervaluation, "Teacher Improvement

This book looks at the problems of teacher assessment strategies. Focusing on the experience of four school districts that are addressing typical obstacles to initiating significant evaluation efforts, the suthors identify the organizational prerequisites and strategies that enable schools to begin and carry out meaningful teacher evaluation programs. Their study lays the groundwork for creating a culture of evaluation in schools that support a strong staff development component. Chapters discuss: (1) "The Teacher Evaluation"; (3) "Evaluation Processes and Procedures"; (4) "Moving Toward Accountability and Improvement"; (3) "Teacher Evaluation and Reflective Practice"; and (6) "The Four School District Case Studies." (JD)

ED 291 728

SP 029 990 ED 291 728

Baldwin, Bruce A.

The Hidden Curriculum of Success. Why Dick and Jane Didn't Succeed despite Every Advantage.

National Association of Secondary School Principals, Reston, Va.

Pub Date—88

Pub Date—88
Note—21p.
Available from—NASSP, 1904 Association Dr.,
Reston, VA 22090-1250 (\$0.75).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education,
"Parent Responsibility, Parent School Relationship, Parent Responsibility, Parent School Relationship, Self Care Skills, "Self Concept, "Student Motivation
A crucial parent-taught curriculum of success

Motivation

A crucial, parent-taught curriculum of success
must compliment the work of the schools. This
booklet details the components of that hidden curriculum and includes many specific strategies to
help parents raise healthy achieving children. Three

important parental commitments are discussed.

ED 291 729 SP 029 992

ED 291 729

SP 029 992

Martin. David S., Ed.
The Professional Imperative: Educational Excellence for All. Selected Papers from the 1987

Annual Meeting of the American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Report No.—ISBN-0-8403-4654-9

Pub Date—88

Note—110p.

Navailable from—Kendall/Hunt Publishing Co., 2460 Kerper Bivd., P.O. Box 539, Dubuque, IA 52001 (316.00).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MPUI/PCOB Plus Postage.
Descriptors—Beginning Teachers, "Educational Change, "Educational Objectives, Educational Trends, Elementary Secondary Education, Equal Education, High Risk Students, Preservice Teacher Education, School Role, "Schools of Education

This volume contains selected papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education that was devoud to the essential theme "Educational Excellence for All." In various ways, each of these papers from that conference addresses this theme in a significant way. The following papers are included: (1) "Education in the Year 2000." 28th Charles W Hunt Lecture" (Ernest W. Boyer); (2) "The Mission of Colleges of Education" (Bill Clinton); (3) "Teacher Induction: A Solvable Problem" (Kevin Ryan); (4) "Assessment for Teaching: An Initiative for the Profession" (Lee Shulman); (5) "The Role of Schools in Helping Children at Risk" (Mariam Wright-Edelman); (6) "Educational Equity: What Does the Future Hold?" (Ass G. Hilliard, III); (7) "Education and the American Society: Can We Realize the Dream?" (Mary Hatwood Futrell); (8) "Building a Community of Common Interest" (William E. Gardner); and (9) "Future Imperatives: Education, Excellence, Equity" (Norene F. Daly). (ID)

SP 029 993 ED 291 730 Collins. Peggy Hooten Toppins. Anne Davis
Personality Strengths that Influence Teachers
Pursuit of Leadership Roles: A Comparative
Bl/Polar Study.
Pub Date—13 Nov 87

Bi/Polar Stady.

Pub Date—13 Nov 87

Note—17p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Individual Differences, *Leadership Qualities, Personality Measures, *Personality Traits, *Tescher Characteristics, *Teacher Motivation This study examined personality differences between teachers who performed additional leadership tasks and teachers who, though equally qualified and eligible for such tasks, chose not to apply for leadership roles. Subjects of the study were 60 teachers in the leader's group and 80 in the non-leaders group. The Bi/Polar Inventory of Core Strengths, a self-rated inventory scale of pairs of opposite nouns or adjectives, was administered to the subjects, and a Demography Data form was also completed. The Bi/Polar Inventory of Core Strengths, a self-rated inventory scale of pairs of opposite nouns or adjectives, was administered to the subjects, and a Demography Data form was also completed. The Bi/Polar Inventory of Core Strengths, a self-rated inventory scale of pairs of opposite nouns or adjectives, was administered to the subjects, and a Demography Data form was also completed. The Bi/Polar Inventory of Core Strengths, years of experience, highest degree held, and teaching position. Lead strength and dominance was found instruments used, no significant difference was found between leaders and non-leaders and instruments used, no significant difference was found between leaders and non-leaders and instruments used, no significant difference was found between leaders and non-leaders and instruments used, no significant difference was found between leaders and non-leaders and instruments used, no significant difference was found between leaders and non-leaders and instruments used, no significant difference was found between leaders and non-leaders and instruments

SP 029 995 ED 291 731 Teacher Supply and Demand in Maryland 1967-1990.
Maryland State Board for Higher Education, Annapolia.; Maryland State Dept. of Education, Baltimore.

DIF JUIL 1988

Date—Sep 87 —87p.; For related document, see ED 275

689.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Pustage.

Descriptors—Elementary Secondary Education,

"Employment Patterns, Policy Formation, State
Surveys, "Teacher Employment, Teacher Recruitment, "Teacher Shortage, "Teacher Supply
and Demand, "Trend Analysis

Identifiers—"Maryland
This report presents an overview of teacher supply

and Demand, "Trend Analysis Identifiers—"Maryland
This report presents an overview of teacher supply and demand in the state of Maryland. Section I provides a description of the national debate about teacher shortages and raises the question of where imbalances in the supply and demand for teachers exist and how they may be rectified. In section II, the general purposes of the study are presented and analyzed, and the format of the report is outlined. The broad purposes of the study are to provide shortage information to the Maryland State Board of Education, provide teacher staffing information to educational policy makers, and to contribute to national efforts to collect supply and demand data. The third section presents a detailed account of the methodology that was used for the study. In section IV, the results of the study are discussed. Five short-age areas are identified; special education, mathematics, physical sciences, industrial arts, and trades and industry. The final section contains recommendations on courses of action that are directly implied by imbalances between supply and demand, and course of action that are preventive in nature, based upon trend data appearing in the report. Data from the study are presented in tables. (JD)

Weade, Regina Evertson, Carolyn M.
The Construction of Lessons in Effective and Less Effective Classrooms.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[88]
Grant—NIE-0-83-0063
Note—62p.; This study

and improvement (ED), washington, DC. Pub Date—[88]
Grant—NIE-G-83-0063
Note—62p; This study was also supported by the Arkanasa Department of General Education.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Classroom Techniques, *Instructional Effectiveness, Learning Strategies, *Lesson Observation Criteria, Lesson Plans, Secondary Education, *Teacher Effectiveness, Teaching Methods
This study examined relationships among teachers' management effectiveness ratings, student achievement, social and academic participation structures, patterns of instructional sequencing, and teachers' contributions to thematic development in classroom lessons. Representative case samples were selected to explore effective and less effective management and instructional practices in four junior high school English classrooms. The cases were selected on the basis of identified differences among teachers on measures of observed management effectiveness and student achievement. Patterned differences across classrooms were identified in (1) the demands placed on students to interpret subtle changes in their rights and obligations for participating; and (2) the development of a conceptual framework to guide academic participation and meaning construction processes. Rank order comparisons suggested that effective management is necessary, but not sufficient, to bring about student achievement gains. Implications are provided as a set of questions to guide instructional planning and reflection. (Author/JD)

ED 291 733 Outside Evaluator Project. North Carolina State Dept. of Public Instruction,

Raleigh.
Pub Date—Feb 88
Note—23p.: Present

Pub Date—Feb 83
Note—23p.; Presented to the Joint Commission on Intergovernmental Operations, North Carolina General Assembly.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Administrator Evaluation, *Class-room Observation Techniques, Elementary Secondary Education, *Evaluation, Methods, *Evaluators, *Personnel Evaluation, *Program Implementation, Teacher Improvement Identifiers—North Carolina
The Certified School Personnel Evaluation Pilot Program (Outside Evaluator Project) has two pri-

mary purposes. The first is to compare evaluations performed by persons employed by an agency other than the units to which they are assigned with evaluations performed by locally-employed personnel. The second purpose is to determine the effectiveness of an evaluation system that does not include immediate financial rewards for participants, but rather is designed to support improvements in the work performance of those who are evaluated. Nine local school administrative units in North Carolina are participating in the pilot project, three units evaluating teachers, three evaluating principals/assistant principals, and three evaluating principals/assistant principals and interest property provides information on: (1) the implementation of the program; (2) research questions being pursued; (3) working arrangements between the Outside Evaluator Project and the local school units; (4) observation methods, and (5) evaluator training. Summaries are presented of procedures followed by the program participants. (JD)

ED 291 734 SP 030 004 Career Development Program. North Carolina State Dept. of Public Instruction,

North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—Feb 88
Note—42p.; Presented to the Joint Commission on Intergovernmental Operations, North Carolina General Assembly.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Career Development, Elementary Secondary Education, Evaluation Criteria, *Pilot Projects, Program Evaluation, *Teachers Identifiers—*North Carolina, North Carolina Career Development Program

mentation, Teacher Evaluation, "Teachers Identifiers—"North Carolina, North Carolina Career Development Program In July 1985, 16 local school units began participating in the North Carolina Career Development Program Pilot. This report provides information about activities in the pilot program during the school year 1986-87. During that period, the following major activities occurred: (1) 42 percent of the participating employees earned Career Status II; (2) a state-wide appeals procedure was developed and implemented; and (3) a plan for program self-study was developed. An analysis of the data indicated that evaluators within units rated teachers consistently during 1987-88. There were differences, however, in the ratings of teachers across units, indicating that a common understanding of the rating criteria did not exist across the state. The data also show that evaluators within 13 units changed their ratings as they became more experienced, with some lowering their ratings while others raised them. A summary of the progress of the units in moving toward the goal of implementing a valid and reliable evaluation is presented. The equity of the system is also discussed. Data from the study are presented in seven tables. (JD)

ED 291 735 SP 030 006

ED 291 735

Grissmer, David W. Kirby, Sheila Nataraj
Teacher Attritian: The Uphill Climb to Staff the
Nation's Schools. R-3512-CSTP.
Rand Corp., Santa Monica, Calif.
Spons Agency—Center for Education Statistics
(OERI/ED), Washington, DC.
Report No.—ISBN-0-8330-0869-2
Pub Date—Aug 87
Note—106p.
Available from—The RAND Corp., 1700 Main
Street, P.O. Box 2138, Santa Monica, CA
90406-2138 (57.50).
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Data Collection, Elementary Secondary Education, "Employment Projections,
"Faculty Mobility, "Policy Formation, Research
Needs, Teacher Retirement, Teacher Shortage,
"Teacher Supply and Demand
The purpose of this report is to develop a strategy
for improving both national and state forecasts of
future attrition rates. A theory of teacher attrition is
developed that attempts to account for the disparate
reasons for attrition, and to explain the patterns of
attrition unique to each life cycle and career stage.
Existing literature on teacher attrition and present
attrition patterns from several states are selectively
reviewed for the purpose of teating hypotheses derived from the theory of teacher attrition models

are reviewed, and recommendations are made for better use of these data. Finally, sampling and data collection strategies are identified that will improve the value of data collected in a future national sur-

ED 291 736 SP 030 009 Effective Programs Make Effective Schools. North Carolina State Dept. of Public Instruction,

Pub Date-87

Raleigh.
Pub Date—87
Note—62p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Demonstration Programs, Elementary Secondary Education, "Enrichment Activities, "Experimental Programs, "Improvement Programs, Inservice Teacher Education, Preservice Teacher Education, Program Effectiveness, Validated Programs
Identifiers—North Carolina
This booklet provides a brief review of programs selected by school administrative units in North Carolina that received mini-grants, funded by the Department of Public Instruction Support Services Area and designed to enhance educational programs were made available through the National Diffusion Network (NDN). Subject areas among NDN programs are mathematics, science, and technology, including use of the computer. There are also programs in writing, reading, language arts, social studies, and programs for gifted and talented student. Some programs for gifted and talented student. Some programs for gifted and talented student. Some programs are mathematics, science, and technology, including use of the computer. There are also programs for gifted and talented student. Some programs for gifted and talented student. Some programs are designed to improve inservice and preservice education, adult education, and health and physical education. A brief introduction to the booklet describes the work of the NDN. This is followed by descriptions of the programs that include information one. (1) what the programs is effectiveness and expectations; and (4) the North Carolina schools currently using the program. (JD)
ED 291 737

ED 291 737 SP 030 011
Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1985; Final Tabulations, Revised. E.D. Tabe.
Center for Education Statistics (OERI/ED), Wash-

ington, DC. Report No.—CS-88-036 Pub Date—Mar 88

Report No.—CS-88-036
Pub Date—Mar 88
Note—11p.
Pub Type—Numerical/Quantitative Data (110)
EDBS Price - MF01/PC01 Plus Postage.
Descriptors—Ancillary School Services, Average
Daily Attendance, "Budgets, "Educational Pinance, Elementary Schools, Elementary Secondary Education, Enrollment, "Expenditure per
Student, "Public Schools, Secondary Schools,
"State Federal Aid, State Surveys
This report presents final data on public elementary and secondary school revenues, expenditures, average daily attendance, and student membership for the 1924-85 fiscal year. It includes revenues by local, State, intermediate, and Federal sources and current expenditures by the categories of instruction, support service, and noninstructional services.
Average daily attendance and student membership are shown as reported by the State education agencies from their administrative records. Financial figures for 50 states and the District of Columbia are listed in charts displaying their revenue sources, distribution by source, expenditures by function, and per pupil expenditure. (JD)

ED 291 738

SP 030 016

ED 291 738 SP 030 016

ED 291 738

McGuire, Sandra L.
Health and Aging Carriculum Grade Level: Preschool-Third Grade.
Pub Date—88
Note—30p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Age Differences, "Aging Education, Childhood Attitudes, Childrens Literature, "Curriculum Design, Developmental Stages, Early Childhood Education, "Instructional Materials, Reading Materials, "Thematic Approach This curriculum on aging is designed to help promote positive attitudes toward age and aging among young children. It focuses on developing the concepts of (1) aging is a natural and lifelong process of growing and developing; (2) old and young are similar in many ways, (3) older people are valuable and contributing members of society; (4) old and young can enjoy each other and learn from each

other; (5) people need to plan for becoming older; and (6) people have much control over the older person they become. The curriculum does not focus on illness, disability and death. Those topics should be dealt with separately from aging education and are not synonymous with aging. Selected early children's literature plays a vital role in this curriculum. A book list used in the curriculum is given. The logo on the curriculum unit, an orange cat with the acromym K.A.T.S., stands for the "Kids Are Tomorrow's Seniors" program. This program was developed by the author to promote positive stitutes toward aging among children. Today's children are the senior citizens of tomorrow, and they need to be prepared for this later stage of growth and development. (Author)

Garland, Daniel J. Barry, John R. Personality and Performance in Intercollegiate Football. SP 030 026

Football.

Pub Date—Aug 87

Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, 95th, August, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletes, *Football, Higher Education, **Leadership Qualities, *Performance Factors, *Personality Traits, Self Esteem, Student Characteristics

Characteristics

tors, *Personality Traits, Self Esteem, Student Characteristics

The present study, based on Chelladurai and Carron's (1978) multidimensional theory of leadership, sought to determine if selected personality traits and specific leader behaviors are predictive of performance in collegiste football. Prior to regular season competition, collegiste football players (N=272) from three southeastern United States universities completed Cattell's Sixteen Personality Pactor (16 PF) questionnaire and the Leadership Scale for Sports (Perception Version). Following regular season competition, players were grouped by their coaches into one of three athetic performance categories (Regulars, Substitutes, and Survivers). It was found that the personality traits of extroversion, emotional stability, tough-minded-ness, and group-dependence, along with the leader behaviors, autocratic behavior, social support, and rewarding behavior were predictive of performance in collegiste football, independently and interactively. The findings are discussed in relation to Chelladurai and Carron's (1978) multidimensional theory of leadership. (Author)

ED 291 748

ED 291 740 SP 030 027

ED 291 740 SP 030 027
Griffin, Patricia S.
Homophobia, Lesbians, and Women's Sports: An Exploratory Analysis.
Pub Date—29 Aug 87
Note—21p.: Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 29, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletic Coaches, Elementary Secondary Education, Feminism, Higher Education, *Lesbianism, Physical Education Teachers, *Research Needs, *Sex Stereotypes, *Social Attitudes, *Womens Athletics Identifiers—*Homophobia In addressing the subject of lesbian athletes, this paper discusses some ways in which sport psychologists, researchers and clinicians may constructively approach the issues. These include: (1) understand one's own homophobia and how it affects clinical work as a sport psychologist by studying the growing body of literature on the topic; (2) conduct educational programs for athletes, coaches, and administrators focusing on issues of diversity among athetic participants, with sexual orientation a prominent factor being addressed along with race, gender, and class; (3) broaden perspectives to include addressing issues of social justice, prejudice, and discrimination in sport as they relate to sexual orientation; (4) use professional journals to educate colleagues and legitimize an open dialogue; (5) clarify the construction of gender in the literature; and 66 pursue research on the topics of homophobia in sport and experiences of lesbians and gay men in athletics. Opportunities for research are suggested. Thirty-two references are listed. (JD)

ED 291 741 SP 030 028

Ferrell, Susan Howley, Aimee
Effective Teaching and the Teaching of Teachers:
Reflections from Personal Experience.
Pub Date—Feb 88
Notes 10

un Date—reo so jote—10p; Paper presented at the Annual Meet-ing of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

17-20, 1988).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptor—College School Cooperation, Elementary Education, "Field Experience Programs, Higher Education, "Individualized Instruction, "Instructional Effectiveness, "Methods Courses, "Preservice Teacher Education, Teacher Behavior, Teacher Education Curriculum, "Teacher Education Programs, Teacher Effectiveness, Teaching Skills
This paper records the experiences of two teacher educators at a small liberal arts college who attempted to deliver instruction in ways that were

Into paper records the experiences of two teacher educators at a small liberal arts college who attempted to deliver instruction in ways that were designed to meet the needs of individual preservice students. The program was individualized for the students in three ways: (1) the pace of instruction was matched with the abilities of individual students; (2) meaningful clinical experiences were designed and delivered throughout the four-year undergraduate programs; and (3) effective teaching practices were modeled in the professional education courses. Certain innovations were based upon current research on effective teaching. Central to the program was an integrated methods course and courses in elementary reading and diagnostic/remedial reading. Teacher educators, preservice teachers, and public school personnel worked together intensively in field experiences in the schools. The program modifications were seen as a successful attempt at incoroporating effective teaching methods into higher education classrooms. (JD)

SP 030 031 ED 291 742

ED 291 742

Grover, Samuel M., Ed.

Education: A Moral Enterprise, Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (32nd, Durham, North Carolina, October 16-17, 1987).

Pub Date—Feb 88

Pub Date—Feb 88

Note—1800.

Pub Type—Collected Works - Proceedings (021) —

Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Censorship, "Educations! Philosophy, Elementary Secondary Education, "Ethical Instruction, Intellectual Freedom, International Relations," Moral Values, "Religious Differences, "Value Judgment

The following papers were presented at this meeting the process of the proce

Instruction, Intellectual Freedom, international Relations, "Moral Values, "Religious Differences, "Value Judgment The following papers were presented at this meeting: (1) "The Moral Import of the Concept of Education" (Robert D. Heslep) Response: J. Gordon Chamberlin; (2) "Religion and Public Education: Formulating a Rational Legacy" (William F. Losito) Response: James W. Garrison; (3) "Using Scientific Logic To Reconcile Theism and Secular Humanism as Religions" (Tom Hawkins) Response: David Kennedy; (4) "VIsion and Person in Teacher Re-newal" (Jon A. Rinnender) Response: Cheryl Southworth; (5) "Teaching Justice through Classic Texts: The Coppin-Hopkins Humanities Program in the Baltimore City Schools" (John Furlong and William Carroll) Response: Anthony G. Rud, Jr.; (6) "A Theaster of Memory: Viro's View of Personal Identity" (Thomas O. Buford) Response: John R. Scudder, Jr.; (7) "Teaching Cooperation" (Richard J. McGowan) Response: Bestric Sarlos; (8) "Censorship and the Right To Read" (Suano O'Brien and Joseph O'Brien); (9) "On the Horns of a Moral Dilemma: An Anatomy of the Hawkins County, Tennessee, Textbook Controversy" (J. Hamilton Hoit and Elizabeth Hoit-Thetford); (10) "Is it Always Moral To Raise Levels of Moral Judgment? (Mary I. Yeazell and Julie Tasker); (11) "Predicate Conditions for Moral Education: Ignorance and Stupidity" (Rocco Porreco); (14) "Erikson and Rogers with Kohlberg: Stange Bedfellows" (Virginia S. Wilson and James A. Litle); (15) "Understanding the Soviet Union: A Method of Fostering Peace" (Carl W. Holland) Response: John B. Haynes; and (16) "Standards for Ethical Teaching: Are Teachers' Personal Lifestyle Choices Foreclosed?" (Bruce Beezer) Response; Neale H. Mucklow. (JD)

ED 291 743 SP 030 032

Swan, Edward T. And Others
The Effects of Teachers Teaching Teachers, an Indiana Staff Development Model, on Educator Attitudes and Bellefs.
Pub Date—20 Feb 88

Note—35p.; Paper presented at the Annual Conference of the American Association of School Administrators (Las Vegas, NV, February 19-22, Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires

ports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors — Attitude Change, Elementary Secondary Education, "Peer Teaching, "Professional Development, Program Effectiveness, "Staff Development, Teacher Administrator Relationship, "Teacher Attitudes, Teacher Behavior Identifiers — Teachers Teaching Teachers In the propose of this study was to determine the effect Teachers Teaching Teachers, a staff development project incorporating peer coaching methods, had on public school educators' attitudes and beliefs toward various personal and professional components. Forty-four teachers, administrators, and other school personnel participated in the Teachers Teaching Teachers project from February, 1986, to May, 1987. All project participants were given eight separate pretest and posttest versions of both the Likert Bipolar Attitude Inventory and Oagood's Semantic Differential Scale. Mean pretest and posttest scores were compared to determine project effectiveness. The results indicated that pretest-posttest gains were obtained in seven of the eight desired outcomes, four of these were significant. One measure showed a decrease in posttest score, but this difference was not significant. Overall, the results supported the effectiveness of Teachers Teaching Teachers in enhancing educator attitudes and beliefs. Copies of the instruments are appended. (Author/JD)

ED 291 744

SP 030 047

ED 291 744

Richardson-Koehler, Virginia Fenstermacher, Gary
The Use of Practical Arguments in Staff Development. A Study of Teachers' Research-Based
Instruction of Reading Comprehension.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Feb 88

Note—14p.; Paper presented at the Annual Meeting of the American Association of Colleges for
Teacher Education (New Orleans, LA, February
17-20, 1988). SP 030 047 ED 291 744

Note—14p.: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, Pebruary 17-20, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), *Attitude Change, Classroom Techniques, Elementary Secondary Education, *Improvement Programs, Program Development, *Research Utilization, *Staff Development, *Teacher Attitudes

It is suggested in this paper that practical arguments can be used in teacher education and staff development programs to introduce teachers to research-based practices. Practical arguments consist of three types of premises—value, empirical, and situational—that conclude with an action, or an intention to act. Such arguments are a useful way to think about the ways teachers can use research results as evidence, as information, and as sources of insight for them to consider along with their own experiences. A staff development process based on practical argument elicitation can help a teacher bring together, organize, and analyze a set of premises that provide rationale for an action, and examine them in relation to research. An example is given of the use of practical arguments in changing beliefs and practices. A description is presented of a teacher education model currently being developed as part of the Reading Instruction Study that will use belief interviews, videotaping, group practical argument elicitation, and current research discussions to change teaching practices. The purpose of this model program is to provide teachers with a way of examining their practice in relation to their classroom goals and also to explore their premises about reading, students, and teaching. (JD)

ED 291 745 Smith, S. Harold McLean, Daniel D.

ABC's of Grantsmanship.

American Alliance for Health, Physical Education,

Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.

Report No.—ISBN-0-88314-337-2

Pub Date—88

Note—119p.

Available from—American Alliance for Health,
Physical Education, Recreation, and Dance Publications, P.O. Box 704, Waldorf, MD 20601

(39.95).

Pub Type—Reports

Pub Type— Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Fund Raising, *Grantsmanship, Program Budgeting, *Program Proposals, *Recreational Programs, *Recreation Finances, State Aid.

Aid
This book is written for the parks and recreation practitioner and the municipal manager who has the overall responsibility for program operations and for preparing proposals for external funding. The marketing plan targets such groups as the municipal director of parks and recreation, city managers, outdoor recreation specialists, and nature center directors. Subjects discussed include locating funding sources, applying for funding, writing the proposal, submitting the proposal, submitting the proposal, submitting the proposal, submitting the proposal and administering the project. Sample grant applications and a list of state liaison officers for land and water conservation fund monies are appended. (JD)

ED 291 746

SP 030 064

ED 291 746

Levy, Fran J.

Dance/Movement Therapy. A Healing Art.

American Alliance for Health, Physical Education,
Recreation and Dance, Reaton, VA. National

Dance Association.

Report No.—ISBN-0-88314-380-1

Pub Date—88

Note—354p.; Photographs will not reproduce well.

Available from—AAHPERD Publications, P.O.

Box 704, Waldorf, MD 20601 (\$12.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Dance Therapy, Elementary Secondary Education, *Movement Education, *Physical Therapy, Self Expression, *Therapeutic Recreation

*Physical Therapy, Sen maprocessor Recreation
This book examines the field of dance therapy from its inception in the 1940's to the present. A detailed analysis is conducted of the theory and practice of the major pioneers. The book covers biographical reports and the influence of many dance therapy leaders. Lahan Movement Analysis (LMA) is discussed as well as dance therapy in specific patient/client settings. Appended are: (1) listing of survey repondents; (2) information on the American Dance Therapy Association; and (3) the Dance Therapy questionnaire. A 34-page bibliography is included. (JD)

ED 291 747 Bruya, Lawrence D., Ed. Langerdorfer, Stephen J., Ed. SP 030 066

Ed.
Where Our Children Play, Elementary School
Playground Equipment, Volume I.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. American
Association for Leisure and Recreation.
Report No.—ISBN-0-88314-390-9
Pub Date—88

Pub Date—58
Note—258p.; For Volume II, see SP 030 067.
Available from—AAHPERD Publications, P.O.
Box 704, Waldorf, MD 20601 (\$12.95).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage, PC Not Available for EDRS

able from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Accident Prevention, Elementary Education, Equipment Evaluation, "Equipment Maintenance, "Equipment Standards, Legal Responsibility, National Surveys, "Playgrounds, "School Safety
The articles in this monograph reflect the findings of a national survey that assessed the condition and needs of elementary school playground equipment. The following articles are presented: (1) "The Committee on Play and Its Mission" (D. Thompson); (2) "The National Survey of Elementary School Playground Equipment" (L. Bowers); (3) "Results of the Survey" (L. Bowers and L. Bruya); (4) "Location, Accessibility, and Equipment on Playgrounds" (3, Wortham); (5) "Slides, Swings and Climbing Equipment" (D. Thompson); (6) "Rotating, Spring Rocking, and See Saw Equipment" (S. Langendorfer); (7) "Sand Area, Wading Area, Signs, Trees & Pathways" (L. Bruya); (8) "Twenty-one Conclusions:

Seventeen Safety Problems" (L. Bowers and L. Bruya); (9) "Our Nation's Playgrounds: In Need of Help" (D. Thompson); (10) "Teacher Preparation: Guidelines for Safe Play" (P. Lowe); (11) "Development Neglected on Hand-Me-Down Playgrounds" (S. Wortham); (12) "Negligence: Safety from Falls Overlooked" (J. Beckwith); and (13) "The New Challenge: Playground Upgrades" (L. Bruya). The following appendices are included: (1) Mission Statement for the Committee on Play; (2) National Elementary School Playground Equipment Survey; (3) Trained Volunteer Survey Administrators; (4) Playground selection process; and (5) The Playground Assessment (PEA) revised instrument. (JD)

SP 030 067

Parya, Lowence D., Ed.
Play Spaces for Children: A New Beginnning.
Improving Our Elementary School Playgrounds.
Volume II.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. American
Association for Leisure and Recreation.
Report No.—ISBN-0-88314-391-7
Pub Date—38
Not 24248-1857 Volume I. see SP 030 066

Pub Date—58
Note—248p.; For Volume I, see SP 030 066.
Available from—AAHPERD Publications, P.O.
Box 704, Waldorf, MD 20601 (\$12.95).
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01 Plus Postage. PC Not Avail-

Pub Type—Reports - Descriptive (141)
EDRS Pries - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Athletic Equipment, "Design Requirements, Elementary Education, Equipment Maintenance, "Equipment Standards, Legal Responsibility, "Outdoor Activities, Playground Activities, "Playground Activities and Playgrounds active Activities, "Playground Activities, "Playground Playgrounds" (J. Frost); (2) "Playground Equipment: A Designer's Perspective" (J. Beckwith); (4) "Developing Responsibility of Children for Playground Safety" (P. Lowe); (5) "Teacher Commitment to Playground Safety" (L. Bruya); (6) "A System To Establish Playground Safety in the School" (E. Warrell); (7) "Poject OLE": Outdoor Learning Environment for Children" (D. Sommerfeld and C. Dunn); (8) "Legeplads of Arhus A "Playspace" Concept from Denmark" (S. Green); (9) "New Concept from Denmark" (S. Green); (9) "New Concept in Playstructures from the Commercial Sector" (J. Beckwith); and (10) "A System To Manage the Risk of Lawsuit" (L. Bruya and J. Beckwith). (JD) age the Ris

ED 291 749 SP 030 068 Gill, Diane L. Ed. Clark, Jame E. Ed. Abstracts of Research Papers 1988. Papers pres-ented at the Annual Convention of the American Alliance for Health, Physical Education, Recrea-tion and Dance (Kansas City, MO, April 7-10, 1988).

1988).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
Report No.—ISBN-0-88314-382-8
Pub Date—88
Note—294p.
Available from—AAHPERD Publications, P.O.
Box 704, Waldorf, MD 20601 (\$10,00).
Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Poetage. PC Not Available from EDRS.
Descriptors—*Abstracts, Adapted Physical Education, Athletics, Elementary Secondary Education, "Exercise Physiology, Health Education, Higher Education, "Medical Research, Outdoor Education, "Physical Education, "Physical Fitness, Physical Health, Program Development, Sex Education
Abstracts of prepara accepted for preparation in

ucation
Abstracts of papers accepted for presentation in the Research Consortium sessions of the 1988 American Alliance for Health, Physical Education, Recreation and Dance Convention in Kansas City, Missouri, are published in this volume. Abstracts of presentations made in the symposia are presented first, followed by those in the free communication sessions, and finally those in the poster sessions. The presider for each session is listed in the table of contents. The date and time of presentation are listed in the lower left hand corner of each abstract. (Author/JD)

TM

ED 291 750

TM 011 035

ED 291 750

Blust. Ross S.

Selection, Deployment, and Use of Quality Indicators in Pennsylvania.
Pub Date—Apr 87

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC33 Plus Postage.
Descriptors—Affective Measures, Cognitive Measurement, *Educational Planning, Quality Control, State Programs, Statewide Planning, *Student Characteristics, Student Educational Objectives, Student Motivation, Testing Programs tion, Testing Programs lentifiers—*Indicators, *Pennsylvania Educa-tional Quality Assessment

Identifiers—"Indicators, "Pennsylvania Educational Quality Assessment
This paper reviews the process employed in Pennsylvania to develop, refine, select, and implement
educational indicators at the state level as part of a
state testing program. The indicators are used to
provide meaningful comparative information for
analysis and planning, to encourage school employees to make productive curricular or organizational
changes, and to provide predicted scores for selected cognitive and affective student measures.
Means by which the indicator data are reported to
school districts are presented, and whether the indicator data were used at the local level is investigated. The selection and refinement of the
indicators has taken place over an 18-year period.
Currently, over 60 indicators are in use within the
state program. Consideration is given to the alteration or replacement of the indicators for use within
a mational indicator system. Tabulated data and a
descriptive tabular listing of indicator condition
variables are appended. (TJH)

ED 291 751 TM 011 036

Morgan, Gary Joe The Rosenberg Self-Esteem Scale as a Predictor of the Extra-Curricular Activities of Summer Col-

lege Freshmen. Pub Date-Jul 81

Pub Date—Jul 81

Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MFDL/PCD1 Plus Postage.
Descriptors—Athletics, Clubs, *College Freshmen,
*Extracurricular Activities, Higher Education,
Predictive Measurement, Predictive Validity,
*Self Esteem, Social Desirability, Social Networks, Student Participation, Test Validity,
Identifiers—Likert Scales, *Rosenberg Self Esteem
Scale

Identifiers—Likert Scales, "Rosenberg Self Esteem Scale
This is a study of the validity of the Rosenberg
Self-Esteem Scale in predicting first-year student
involvement in extracurricular social and athletic
activities during the 1981 summer session at Bowling Green State University in Ohio. A total of 14
males and 13 females completed the Rosenberg Scale and an 8-item questionnaire concerning their
participation in extracurricular activities. When the
Rosenberg Scale was acored using a Likert-type
method, significant correlations appeared among
the self-esteem score, the number of new friends
met at college, and the number of social functions
and contacts subjects had during an average week.
No correlation was found between self-esteem and
membership in clubs and organizations or extracurricular athletic activities. Since the study used such
a small number of summer quarter first-year students,
who were not necessarily representative of
first-year college students as a population, the results cannot be generalized to all first-year students.
Further study of the use of Likert-type instruments
to control for social desirability among subjects is
recommended. (TJH)

ED 291 752 TM 011 037

ED 291 752

Risner, Gregory P.
Cognitive Levels of Questioning Demonstrated by
Test Items That Accompany Selected
Fifth-Grade Science Textbooks.
Pub Date—May 87
Note—46p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Cognitive Measurement, Cognitive
Tests, Comprehension, Critical Thinking, "Elementary School Science, "Grade 5, Intermediate

Grades, *Item Analysis, Knowledge Level, Questioning Techniques, *Science Tests, Test Items, *Textbook Evaluation, Textbooks dentifiers—*Blooms Taxonomy, Higher Order

Skills

Identifiers—*Biooms Taxonomy, Higher Order Skills
This study sought to determine the cognitive levels of questioning of end-of-chapter test items accompanying selected fifth-grade science textbooks. The extent to which test items emphasized high level questioning and significant differences among texts in the distribution of knowledge and above-knowledge-level test items were also investigated. Data were derived from 500 test items randomly selected from five most widely used fifth-grade science textbooks in Alabama, California, Tennessee, and Texas. Three raters classified he items according to Bloom's six major taxonomic categories. Collectively, 304 items were judged as assessing knowledge, 169 as assessing comprehension, 26 as application items, and one as an evaluation item. Implications derived from the findings of this research are based on two assumptions that: (1) the use of higher order questions stimulates critical thinking; and (2) tests that accompany textbooks are important guides to instruction and evaluation. In general, it appears that high-order thinking skills are not elicited by end-of-chapter tests in science textbooks, tend to become guides for instruction as well as evaluation. An 87-item reference list concludes the document. (TJH)

ED 291 753

TM 011 038

Program Evaluation Guide.
Plorida State Dept. of Education, Taliahassee. Early
Childhood and Elementary Education Section.

Pub Date—85
Note—40p.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Criterion Referenced Tests, *Educational Assessment, Educational Innovation, Pormative Evaluation, Norm Referenced Tests, Observation, Pretests Posttests, *Program Evaluation, Questionnaires, Rating Scales, Summative Evaluation
[dentifiers—Ruci4s]

ation, Questionnaires, Rating Scales, Summative Evaluation Identifiers—Florida Guidelines for evaluation of school programs in the State of Florida are presented. The purpose of evaluation is to modify the content and method of instruction, provide information to decision-makers and the public, provide feedback to participants, and determine criteris for program success. The optimal evaluation design for either innovative or reference programs is the pre-test/post-test design. Instruments that may be used in evaluation include tests (norm-referenced), criterion-referenced, or objective-referenced, criterion-referenced, or objective-referenced), rating scales, questionnaires, and observation forms. The types of data generally collected include summative product data, formative or process data, and context data. Other evaluation issues are associated with data-collection procedures, data analysis, monitoring quality, reporting findings, and use of findings. Four instruments for use as resource tools in planning and implementing the evaluation process are appended; (1) a program or steps in developing an evaluation plan; (3) selecting norm-referenced tests; and (4) the Evaluation Checklist (THI)

TM 011 039

10 251 154 unley, Julian C. tudy of Mathematically Precocious Youth (SMPY), Summary of Points Made in the Sym-

posium.

Pub Date—Apr 87

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Reports General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Placement, Aptitude Tests, College Entrance Examinations, "Mathematics Achievement, "Sex Differences, "Standardized Tests, "Test Bias Identifiers—Graduate Record Examinations, "Study of Values

This paper is an overview of some points made at This paper is an overview of some points made at

"Study of Vatues
This paper is an overview of some points made at
the Annual Meeting of the American Educational
Research Association in April of 1987. Gender effects were computed on 82 nationally standardized
tests designed to determine precocity among youth.
The effect sizes ranged from a magnitude of 0.50

(favoring females) for spelling in grade 12 on the Differential Aptitude Tests (DATs) to 0.89 (favoring males) for mechanical reasoning on the DATs in grade 12. The largest effect size on any of the other 80 tests was 0.76 (favoring males) for the advanced examination in political science of the Graduate Record Examinations. The results of this research indicate that there was a strong tendency for tests taken mainly by males to yield the largest effect sizes favoring males and for tests taken mainly by females to yield amall effect sizes, some of which favored females. All of the tests examined, except the DATs, are used primarily for selection or awarding of advanced standing in college. Although research indicates that girls and young women tend to be better students than do boys and young men, female students tend to be outperformed by male students on most standardized tests. Study results also indicate that women seem more oriented toward social, aesthetic, and religious subject matter, while men seem more interested in science, practicality, conspicuous consumption, power, and control. The All-port-Vernon-Lindzey inventory of evaluative attitudes might help researchers understand females' preferences and subject-matter orientations. (TJH)

ED 291 755 TM 011 040

Field, Leonard S. And Others
Statistical Tests and Confidence Intervals for
Cronbach's Coefficient Alpha, Iowa Testing Programs Occasional Papers Number 33,
Iowa Testing Programs, Iowa City.
Pub Date—Oct 86
Notes 272

Note-27p.

Pub Date—Oct 86

Note—279.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Confidence Testing, "Measurement Techniques, Sampling, "Statistical Analysis, "Test Reliability
Identifiers—"Confidence Intervals (Statistics)
Rigorous comparison of the reliability coefficients of several tests or measurement procedures requires a sampling theory for the coefficients. This paper summarizes the important aspects of the sampling theory for Cronbach's (1951) coefficient alpha—a widely used internal consistency coefficient. This theory enables researchers to test a specific numerical hypothesis about the population alpha and to obtain confidence intervals for the population coefficient. It also permits researchers to test the hypothesis of equality among several coefficients either under the condition of independent samples or when the same sample has been used for all measurements. The procedures are illustrated numerically, and the assumption and derivations cally, and the assumption and derivation underlying the theory are discussed. (Author)

ED 291 756 TM 011 041

Hughes, Thomas M. And Others
The Prediction of Teacher Burnout through Personality Type, Critical Thinking, and Self-Con-

Pub Date-Nov 87

Pub Date—Nov 87

Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AI, November 11-13, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Critical Thinking, Graduate Students, Higher Education, Personality Measures, "Personality Traits, Predictive Measurement, Regression (Statistics), Self Concept, Self Evaluation (Individuals), "Teacher Burnout, Teacher Characteristics, Teacher Response Identifiers—Maslach Burnout Inventory, Myers Briggs Type Indicator, Tennessee Self Concept Scale, Waston Giaser Test of Critical Thinking A study involving 9 male and 109 female graduate students in educational psychology, who are or have been teachers, was conducted to investigate the relationship between teacher burnout and personality type, self-perceptions, and critical thinking ability. Subjects included 23 blacks and 95 whites, and the mean age of the sample population was 34-12 years. Three types of burnout-emotional exhaustion, depersonalization, and personal accomplishment-were measured by the Maslach Burnout Inventory, and three standardized tests were used to yield independent or combined predictions of stress factors: (1) the Watson-Glaser Test of Critical Thinking; (2) the Myers-Briggs Type Inventory; and 3) the Tennessee Self-Concept Scale. Regression analyses and analyses of variance were performed to yield and available predictors and to validate the significance

of their prediction. Results provide significant pre-dictive associations between teacher stress and spe-cific variables related to personality type, demographics, and perceptions of the self. A more salient finding was that teachers with higher self-concepts and extraverted and sensing personal-ity types were more resistive to stress and more likely to maintain a sense of personal accomplish-ment while working under pressure. Conversely, it was found that teachers with personalities weighted toward the feeling and perceptual type were signifi-cantly more likely to suffer from stress. (TJH)

ED 291 757 TM 011 042

Kirby, Peggy C. Oescher, Jeffrey
Testing for Critical Thinking: Improving Test
Development and Evaluation Skills of Classroom
Teachers.

Teachers.
Pub Date—Nov 87
Note—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cognitive Measurement, **Critical Thinking, Evaluative Thinking, High Schools, *Item Analysis, Material Development, *Mathematics Tests, *Science Tests, Secondary School Mathematics, Secondary School Science, Teacher Characteristics, *Teacher Made Tests, *Test Construction

struction

A study was made to determine characteristics of teacher-composed classroom tests, with emphasis placed on describing the levels of knowledge adressed by the test items. In this preliminary investigation, 19 mathematics and 16 science teachers working in 4 high schools in a mixed suburban/rural school district were asked (o: (1) complete a brief instrument describing the format, objectives, analysis, and uses of their tests as well as their level of confidence in their testing skills, and (2) supply the researchers with their most recently administered unit or quarter examination. A rating form was devised to analyze a sample of teacher-composed tests. Interrater agreement for a sample of the tests ranged from 90 to 100 percent. Teachers' perceptions of the levels of knowledge addressed by their test items were compared to the researchers' actual ratings by means of t-tests or mean differences with the alpha levels adjusted using Bonferron's formula. Multivariate analyses of variance were used to examine the main effects of school and subject taught on the percentage of items addressing each level of knowledge. Results provide insights into teachers' perceived purposes for testing, construction of test items, conditive levels tested, overall test presentation, and confidence in testing skills. Major weaknessed discovered include a tendency to test at low cognitive levels, flaws in construction of individual test items, and inadequate instructions. Study data are presented in seven tables. (TJH) A study was made to determine characteristics of

ED 291 758 TM 011 043

Smith, Helen C. The Write a Sentence Test. Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13,

1987).

Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Capitalization (Alphabetic), English Instruction, Grammar, Punctuation, Scoring, Sentences, Sentence Structure, "Student Writing Models, Syntax, "Writing Evaluation, Writing Skills." Skille

Stills Identifiers— *Write a Sentence Test The *Write a Sentence Test* was developed for use in the evaluation of student writing abilities in association with a project in Memphis, Tennessee. This paper discusses ways of administering and coring the test, decisions concerning modification of the test, and experiences when the test was administered to sample subjects. All forms of the test, and experiences when the test was administered to sample subjects. All forms of the test, and experiences when the test was administered to sample subjects. All forms of the test, and accompanying data sheets are presented. The test provides scores for capitalization, punctuation concern variation in sentence complexity level across student responses. Discomplexity level across student responses. Dis-agreements among English teachers concerning

punctuation were found to result in scoring difficulties. With regard to the grammar and syntax scores, sample teachers complained that derivation of the scores was too time consuming. Improper responses by students constituted yet another problem. Changes in the test following its administration included dictation of sentences for deriving capitalization and punctuation scores, use of holistic grading of essays for derivation of grammar-syntax scores, and elimination of papers of students responding improperly. (TJH)

TM 011 044

Hoffman, Loe McGraw Spoonfeeding, Handfo Feedback: Identifying spoonfeeding, Handfeeding, Forcefeeding, and Feedback: Identifying Manipulable Variables in Evaluation Utilization. Definitions and Models in Evaluation Use.

Evaluation Utilization. Definitions and Models in Evaluation Use.
Pub Date—Oct 87
Note—18p.; Paper presented at the Annual Conference of the American Evaluation Association (Boston, MA, October 16, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Evaluation Methods, *Evaluation Utilization, Models, Research Utilization Identifiers—"Descriptive Method, Manipulable Variables
This paper attempts to define

Identifiers—"Descriptive Method, Manipulable Variables
This paper attempts to define evaluation use and manipulable variables related to it. Approaches to defining evaluation use have included typologies inventorying kinds of evaluation use, threshold criteria defining accepted levels of evidence, construct or operational definitions, and dependence on the perspective of the decision maker. None of these approaches is found to be satisfactory. Within models of evaluation use, the concept is conceived as a dependent variable, and much of the literature constitutes an attempt to identify the factors that act as independent variable, and much of the literature constitutes an attempt to identify the factors that act as independent variables in their relation to use. Descriptive models are often structured around components of an evaluation and its setting. Explanatory models, of which there do not seem to be many in the literature of evaluation use, include those developed by A. J. Meltzsner (1976), R. D. Brown et al (1984), and G. E. Hall (1981). An effective model of manipulation should have the following characteristics: (1) open-mindedness in defining use as well as non-ur- and misuse; (2) conceptualization of evaluation use as a process; (3) inclusion of relevant components and their interrelationships; (4) treatment of manipulable and non-manipulable variables; (5) central focus on the interaction of factors; and (6) reduction of variables as much as possible. (TJH)

ED 291 760 TM 011 045

ED 291 7047
Nevo, Baruch And Others
Psychometric Entrance Examinations for the Universities in Israel. English Edition.
National Inst. for Testing and Evaluation, Jerusa-

lem (Israel).

Pub Date—87 Note—251p.; Beth Uval translated the English edi-

tion. Available from-Evaluation, P.

Note—251p.; Beth Uval translated the English edition.

Available from—National Institute for Testing and Evaluation, P.O. Box 26015, 91260 Jerusalem, Israel (also available in French, Spanish, Arabic, and the original Hebrew).

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—"Aptitude Tests, Cognitive Measurement, "College Entrance Examinations, Foreign Countries, Mathematics Tests, Occupational Tests, Psychological Testing, "Psychometrics, Test Coaching, Test Construction, Test Use, "Test Wiseness, Timed Tests, Verbal Tests Identifiers—"Israel, National Institute for Testing Evaluation (Israel)

This book is intended primarily for persons about take the university psychometric entrance examination in Israel, particularly those who want more information than is provided in the standard explanation booklets. The book can also be used by candidates for employment in the public or private sector who are required to take psychological tests. After covering the theoretical background of the tests, test experience is provided for candidates who have sever taken such a test. The book makes the test more familiar, reducing tension and anxiety. More specifically, topics covered include the nature of a psychological tests, uses of psychological tests, types of psychological tests, types of psychological tests in provide for candidates of psychological tests, types of psychological tests, types of psychological tests of psychological tests.

tests, advice for taking psychometric examinations, examples of psychometric tests, and sample testa. Test forms covered in the examples include verbal tests, forms tests, numerical-quantitative tests, and English tests. Five types of psychometric entrance tests in Israel are appended. (TJH)

TM 011 046 ED 291 761

Mollanen. Carolyn Italic Handwriting in the Portland Public Schools. 1985-86 Evaluation Report. Portland Public Schools, OR. Research and Evaluan Dept.

non Dept.

Pub Date—Sep 87

Note—33p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Handwriting, Program Evaluation, Teacher Response,
Writing Exercises, *Writing Instruction, Writing

Skills Identifie *Italic Handwriting Series, Portland

Skills
Identifiers—"Italic Handwriting Series, Portland School District OR
The Italic Handwriting Series developed for public schools in Portland, Oregon, emphasizes a continuous flow in handwriting development and instruction and is designed to allow a more natural transition from print to cursive. Italic writing was first implemented during 1983-84 at the kindergarten through fourth-grade levels, with an additional grade-level implementation occurring during successive years. A three-year evaluation study examined the effects of italic handwriting instruction on students' handwriting legibility. The program, which includes a staff training component, concentrates on joins between letters rather than on changes in letter formation that characterize more conventional handwriting programs. Legibility criteria included shape, slope, size, and space. The evaluation study presents program outcomes for the 1983-86 school year, as well as a summary of all 3 years of the italic adoption implementation. Fall and spring handwriting papers were collected from students in grades 3,4, and 5 and the 9 sample schools. A teacher survey was also conducted. Analysis of the student writing papers and teacher feedback indicate that the general legibility of student handwriting has declined over the 3-year period, but teachers generally were positive about the program, though each year of implementation saw a slight increase in the number of teachers who wanted to drop it. A description of the "Italic Handwriting Series" materials and scope and sequence is appended. (TJH)

ED 291 762 TM 011 047

Leitner, David
ECIA Chapter 1 Program Improvement Project in
the Portland Public Schools. 1986-87 Evaluation

Report.
Portland Public Schools, OR. Research and Evalua-

Report.
Portland Public Schools, OR. Research and Evaluation Dept.
Pub Date—Sep 87
Note—34p; Appendix B contains small print.
Pub Type— Reports - Evaluative (142) —
Tests Questionnaires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Educational Development, Elementary Secondary Education, Program Implementation, Program Improvement, Technical Assistance
Identifiers—Education Consolidation Improvement, Technical Assistance
Identifiers—Education Consolidation Improvement Act Chapter 1, Oregon (Portland)
The Chapter 1 Program Improvement Project of the Portland (Oregon) Public Schools was designed to provide technical assistance to schools in order to facilitate program change and improve student achievement. The project was a joint effort by the Technical Assistance Center of the Northwest Regional Educational Center and the Portland District Chapter 1 Office. Program improvement was presented in a workshop series, relying on communication of the following seven-step process: (1) profiling program performance; (2) setting a goal; (3) assessing program attributes; (4) choosing a target area for improvement; (5) planning implementation; (6) implementing the plan; and (7) evaluating change. School programs were planned and implemented by school leadership teams consisting of the principal, a Chapter 1 coordinator, a regular classroom teacher, and a member of the District Chapter 1 Office or evaluation staff. Each project school chose a target area for program improvement from a list of 13 attributes of effective schools. Evaluation of formative data and participant opinions indicated

that participants were enthusiastic about the project and wanted it to continue. Evaluation instruments are appended. (TJH)

ED 291 763 TM 011 048

Yagi, Kan ECIA, Chapter 1 Early Childhood Education Pro-gram in the Portland Public Schools. 1986-87 Evaluation Report. Evaluation Report.

Portland Public Schools, OR. Research and Evalua-

tion Dept.

Pub Date—Aug 87 Note—45p.; For the 1985-86 Evaluation Report, see ED 281 875.

Pub Type— Reports - Evaluative (142)
Testa/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Tests / Questionnaires (160)
EDRS Price - MF01/PC02 Plus Pestage.
Descriptors—Art Education, Childrens Art, Educational Assessment, English Instruction, Mathematics Curriculum, Montessori Method, Music Education, *Preschool Education, *Program Evaluation, Psychomotor Skills, Speech Therapy, Technical Assistance Identifiers—Education Consolidation Improvement Act Chapter 1, Project Head Start
The Portland Chapter 1 Early Childhood Education Program is one of three arrangements in the district to offer education for preschool children. Together, the programs enrolled 1,500 students during 1986-87. Although there are some differences among programs, the one located at Kenton School is typical of most. It consists of 3 clasarooms, each holding a morning and an afternoon session of 2.5 hours each, with each session having the capacity for 20 students. Each classroom is staffed with a certified teacher and am side. Other professional staff who were involved included the principal, program coordinator, speech therapist, and community agent. Program costs amounted to approximately 2,000 dollars per year per child. The curriculum covered language, math, small and large motor functions, art and music, and personal and social development. Program activities alternated between large and small group contexts, with student movement around the classroom quite unrestricted except during direct instruction. Many of the techniques replicated those of the Headstart Program and the Montessori method. Data obtained via a rating form containing a large sample of the skills taught in the seven skill areas and via follow-up of children who completed the program indicate that the program helps children master skills and that replication of the program increase appended. (TJH) the program across years has been consis-uation instruments are appended. (TJH)

ED 291 764 TM 011 049

Jordan, Samuel, Jr.

Jordan, Samuel, Jr.
Assessment of Standardized Tests Scores and the
Black College Environment.
Pub Date—Mar 87
Note—9p.; Paper presented at the Southern Conference on Afro-American Studies (Jackson, MS,
March 27, 2027). March 27-28, 1987).

March 27-28, 1987).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—"Black Colleges, "College Entrance
Examinations, College Environment, Higher Education, Scores, "Standardized Tests, Test Bias
Identifiers—ACT Assessment, American College
Testing Program, National Teacher Examinations, "Scholastic Aptitude Test, United Negro
College Fund

tions, *Scholastic Aptitude Test, United Negro College Fund
This presentation is a review of the literature on the assessment of standardized test scores in black colleges. Divergent points of view exist relative to the misuse and use of standardized test scores for the sole purpose of admission of black students. Some misuses of the American College Test (ACT) and Scholastic Aptitude Test (SAT) are noted, and and Scholastic Aptitude Test (SAT) are noted, and an assessment report on the use of standardized tests by the United Negro College Fund (UNCF) is reviewed. The UNCF study revealed that 80% of the responding black colleges require standardized test scores for entering freshmen, but 92% of these used the scores for placement purposes only (i.e., largely to keep students after admission) rather than for admissions purposes. The UNCF report made several recommendations with regard to standardized tests and black students: (1) black colleges should systematically collect and examine information on how test scores function for their particular student population; (2) black colleges should institute new programs and reorganize existing resources to improve test scores and instill confidence in its students about test taking; and (3) sech black college must make a serious commitment to remedying at least one aspect of the testing problem and make that commitment clear to all in the institution. One historically black college experienced a change in its students' high failure rate on standardized tests when it instituted the following changes with regard to testing and test preparation: (1) it developed a faculty support system; (2) it evaluated the correlation of content, item type and format, and cognitive level on the ACT, SAT, and National Teacher Examinations (NTE); (3) it developed an advanced testing seminar; (4) it administered NTE-like pre- and post-tests to sophomores and uniors; and (5) it scheduled tutoring sessions. Though this review cites divergent points of view with regard to the use and misuse of standardized test scores of black students, it is emphasized that the black colleges must provide the necessary supportive leadership and innovative programs to insure that their students are exposed to the characteristics of standardized tests, for they are a reality of life. (TJH) reality of life. (TJH)

TM 011 050

Suorez, Yolanda And Others
The Cognitive Bias Questionnaire: An Outcome
Measure in the Treatment of Depression,
Pub Date—[85]
Note—11p.

Pub Date—[e-]
Note—11p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Depression (Psychology), *Outcomes of Treatment, *Psychoeducational Methods
Ouestionnaires, *Self Evaluation

Descriptors—*Depression (Psychology), *Outcomes of Treatment, *Psychoeducational Methods, Questionnaires, *Self Evaluation (Individuals) Identifiers—*Cognitive Bias Questionnaire (CBQ) was assessed as an outcome measure in the treatment of depression in a study involving 20 depressed and 20 non-depressed female subjects. The role of depressive distortion in the maintenance or stabilization of depression was also examined. Subjects were randomly assigned to one of four groups: depressed-treatment, non-depressed-control, non-depressed-treatment, and non-depressed-control. The treatment for depression that was used involved a precision teaching model to alter proportional rates of positive self statements without targeted modification of the thinking process. Specifically, the procedure involved teaching subjects to generate a list of 30 positive adjectives to be rehearsed and recalled during a predetermined "test" time. The CBQ was administered to all subjects before and after treatment. The results indicate responses and lower frequencies of depressed distorted and depressed non-distorted responses and lower frequencies of depression; and (3) the treatment did not significantly after these responses. (TJH)

ED 291 766

TM 011 051

TM 011 051

Greene, Jennifer C.
Participatory Evaluation and the Evaluation of Social Programs: Lessons Learned from the Field.

Field.

Pub Date—Apr 86

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—"Participation, Participative Decision Making, Policy Formation, "Program Evaluation, "Social Science Research Identifiers—"Participatory Evaluation, "Stakeholder Evaluation Issues associated with involvement of social pro-

holder Evaluation
Issues associated with involvement of social program participants in program evaluation are analyzed. Although there seems to be a broad consensus of the need for participatory evaluation, the proposed rationales and concomitant benefits to evaluation practice appear to be quite diverse. Every issues include the rationale for "stakeholder," definition of meaningful participation, types of evaluation and evaluation settings most appropriate for participatory approaches, roles of the participatory evaluator, and costs of participatory evaluators, and costs of participatory evaluation. Each issue is analyzed, and prescriptive upshots of the native sar outlined. Viewing the optimal scientific process as democratic, one realizes that participatory sproaches to program evaluation can fill one important miche in the desired linkage between social

science and social policy/program delivery. (TJH)

TM 011 05
Halpin, Glenneille And Others
A Study of the Validity and Reliability of the Adult
Career Concerns Inventory.
Pub Date—Nov 87
Note—14p.; Paper presented at the Annual Mee ED 291 767 TM 011 052

A Study of the Validity and Reliability of the Adult Career Concerns Inventory.

Pub Date—Nov 87

Note—14p., Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Career Change, Career Choice, *Career Development, Career Exploration, Career Planning, *Psychometrics, Readiness, Test Reliability, *Test Validity, *Vocational Maturity Identifiers—*Career Concerns Inventory, Career Development Inventory

A study was designed to investigate the validity and reliability of the adult Career Concerns Inventory, which assesses career concerns of adults of any age and occupation. Subjects, 4 male and 165 female students (ages 23 to 62) enrolled in the graduate nursing program at a southern university, were administered the adult Career Concerns Inventory (CDI), which assesses the readiness of respondents to make sound vocational choices. The CCI focuses on the plantiuness and exploration of D. E. Super's model of vocational or career maturity; it assesses exploration, establishment, maintenance, disengagement, and career change. The CDI is a multidimensional inventory focusing not only on the planning and exploration dimensions of Super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model, but also on the additional dimensions of super's model of vortic. Data from responses underwent canonical correlation, stepwise multiple-regression analysis, and Pearson correlation and alpha reliability coefficients. Results support the validity of the

ED 291 768 TM 011 053

Stufflebeam, Daniel L. Standards of Practice for Evaluators.

the CDI. (TJH)

Stuffleboum, Duniel L.

Standards of Practice for Evaluators.
Pub Date—Apr 86

Note—45p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Codes of Ethics, *Educational Assessment, Evaluation Utilization, Personnel Evaluation, Professional Personnel, Reliability,
*Standards, Validity
Identifiers—*Joint Committee on Standards for Educ Evaluation, *Standards for Evaluation of Educational Programs, Projects, and Materials" is discussed. The standards for Evaluation of Educational Programs, Projects, and Materials" is discussed. The standards were designed by a 17-member Joint Committee on Standards for Educational Evaluation to insure an ethical approach to the evaluation of educational programs and personnel. There are four major categories of standards. Utility standards are intended to guide evaluations so that they will be informative, timely, and influential. Feasibility standards recognize that an evaluation usually must be conducted in natural conditions and require that no more materials and personnel time than necessary be conducted in natural conditions and require that no more materials and personnel time than necessary be conducted. Propriety standards include those standards that determine whether an evaluation will be protected. Accuracy standards include those standards that determine whether an evaluation has produced sound information; these standards require that the obtained information be technically adequate and that conclusions be linked logically to the data. Each of these four categories were broken down into topic areas, from which 30 standards were derived. Once the standards are established, the evaluator must face issues associated with tradeoffs among standards, determination of the validity of standards, development of standards for personnel, and international considerations. (TJH)

ED 291 769 TM 011 054 Teale, William H. Rowley, Glenn
Standardized Testing and the Teaching of Readin
A Practical Guide with Evaluations of Read

Tests Commonly Used in Australian Schools. Pub Date—84

Tests Commonly Used in Australian Schools. Pub Date—84
Note—86p.
Pub Type—Reports - Evaluative (142) — Guides—Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Foreign Countries, Item Analysis, "Reading Tests, "Standardized Tests, Test Norms, Test Reliability, Test Validity
Identifiers—"Australia
Standardized reading tests and associated issues involved in the teaching of reading skills are discussed, with illustrative examples of reading tests commonly used in Australia. The nature of standardized reading tests is analyzed, and the circumstances under which such tests should be used are outlined. Interpretation of scores from standardized reading tests and guidelines for judging the usefulness of the tests are discussed. Tests used in the Australian community include the Australian Council for Educational Research (ACER) Primary Reading Survey, the ACER Word Identification Test, the Cooperative Reading Comprehension Test, the GAP and GAPADOL Reading Comprehension Tests, Neale Analysis of Reading Ability, Progressive Achievement Tests, Schonell Reading Tests, and Standard Reading Tests. The tests are analyzed according to the appropristeness of their items to the stated purpose of the tests, item quality, reliability and validity, norms, and convenience. For some of the instruments, passage dependence is analyzed. (TJH)

Hughes, Thomas M. Costner, Mary
Regression Analysis of Measures of Abstract Rea-soning, Personality, Self, and Motivation.
Pub Date—Nov 87
Note—9p.; Paper present TM 011 055

Pub Date—Nov 87

Note—9p.; Paper presented at the Annual Meeting of the National Social Science Association (Orlando, FL, November 5-8, 1987). Some pages may not reproduce clearly.

Pub Type— Reports - Syluative (142) — Specches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Tassoning, "Critical Thinking, "Egocentrism, Motivation, "Personality Measures, Personality Traits, Regression (Statistics) tistics)

isy Measures, Personality Traits, Regression (Statistics)
In the pursuit of the question as to whether there are significant relationships between certain measures of personality and abstract or critical thinking, it was believed that should significant relationships exist, they may prove useful as one of the factors among several used in the selection of teachers. A paucity of literature citations addressing the above relationships gave further impetus to the necessity for pursuing the question posed. Sixty subjects pursuing advanced degrees in Educational Psychology and in Curriculum and Instruction were administered the 16 Personality Factor Test, the Myers-Briggs Type Inventory, the Teanessee Self-Concept Scale, the Motivation Analysis Test, and Terman's Concept Mastery Test; the latter test was seen as the dependent variable. Regression analysis revealed two significant predictors of abstract-critical thinking, namely Narcism and Self-Sentiment as measured by the Motivation Analysis Test, from among the several factors measured by the instruments. (Author/TJH)

TM 011 056 ED 291 771 Webber, Charles F. Program Evaluation: A Review and Synthesia. Pub Date—87

Program Evaluation: A Review and Symmess.
Pub Date—87
Note—287
Note—287
Note—289.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—8Educational Assessment, Ethics, Evaluation Utilization, Holistic Evaluation, Needs Assessment, *Program Evaluation, Qualitative Research, Statistical Analysis identifiers—Stakeholder Evaluation
This paper reviews models of program evaluation.
Major topics and issues found in the evaluation literature include quantitative versus qualitative approaches, identification and involvement of stakeholders, formulation of research questions, collection of data, analysis and interpretation of data, reporting of results, evaluation utilization, and ethical issues in program evaluation. There appears to be a trend toward the synthesis of program evaluation models. This focus incorporates concern for igorous design, a combining of quantitative and qualitative methodologies, respect for the perspectives of all participants, pragmatism, active stake-

holder involvement, and social value. The features of this focus proceed through the following steps:
(1) study of program content; (2) establishment of stakeholder commitment and involvement; (3) focusing of the evaluation; (4) formulation of an evaluative design; (5) data collection; (6) holistic and statistical analyses; (7) interpretation of results; and (8) program modification. The process is circular and continuous. (TJH)

ED 291 772

Rodfield, Doris L. Craig, James R. Identifying and Documenting Student Outcomes for Use in the Evaluation of Teachers When Standardized Achievement Tests Do Not Apply. Pub Date—87

Note—43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, Al., November 10-13, 1987). Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PC22 Plus Postage.

Descriptors—*Academic Achievement, Evaluation Methods, Needs Assessment, *Standardized Tests, *Teacher Effectiveness, Teacher Evaluation

tion Identifiers—Kentucky Student Achievement

identifiers—Kentucky Student Achievement Project
The Student Achievement Outcome goal setting component of the Student Achievement Project (SAP) is described in this paper. It has focused on implementation and documentation procedures that may serve as alternatives to the exclusive use of student achievement and indicators of teacher effectiveness. The SAP is a three- to five-year study designed to address the inclusion of student achievement in Kentucky's educational program. The study involved 26 teachers working in 15 independent and county school districts. Participants developed goals and project synopses and held conferences with their principals before proceeding with implementation of projects. While standardized achievement test scores may be used as indicators of school or district level effectiveness, the yielded procedures described in this paper have potential for development as part of a teacher evaluation system that includes student achievement content of the student achievement of the procedured described in this paper have potential for development as part of a teacher evaluation system that includes student achievement outcome data. The Goal / Assessment Documentation Form for Conference 1 and 2 and 16 data tables are appended. (TH)

TM 011 058 ED 291 773

ED 291 773

Bolland, Kathleen A. And Others

Judging Judicial Education: A Survey Grounded in
a Qualitative Study Provides Useful Information
for Educational Planners, Proceedings of a Symposium Presented at the Annual Meeting of the
Mid-South Educational Research Association
(Mobile, AL, November 10-13, 1987).

Pub Date—Nov 87

Note—42p.; For a related document, see ED 281
880.

Pub Type—Reports - Evaluative (142) — Collected Works - Proceedings (021) — Tests/Question-

Works - Proceedings (021) — Testa/Questionnaires (160)
EDRS Pries - MF01/PC02 Plus Postage.
Descriptors—*Continuing Education, *Court
Judges, *Educational Assessment, Educational
Pisnning, *Occupational Surveys, *Professional
Training
Identifiers—Alabama Judicial College
The focus of the symposium was on an evaluation
of judicial education in Alabama conducted by the
University of Alabama Evaluation and Assessment
Laboratory (EAL). The papers include: (1) "Design:
From Qualitative Study to Grounded Questionnaire" (J. S. Rogers); (2) "Implementation: Conducting the Qualitative Study and the Survey" (G.
A. Turner, J. E. McLean); (3) "Analysis: Coding
and Interpreting the Data" (K. A. Bolland, G. A.
Turner); (4) "Dissemination: Preparing a User
Priendly Report" (K. A. Bolland, J. S. Rogers); and
(5) "Use: Results and Recommendations Provide
Direction for Planning" (F. W. Gregory, J. S. Rogers).
Alabama meets the need for continuing judicial education through the Alabama Judicial College
(AJC). Since its establishment, the AJC has routinely collected questionnaire reactions to each individual program it has conducted, and it has used
educational committees to assess the professional

included a qualitative research study to identify issues to be addressed and a survey to collect information regarding those issues from each of the personnel groups. The qualitative study included observation of AIC conferences and in-depth interviews with court personnel. The survey, included in this document, was a mailed questionnaire that included multiple-choice and open-ended items. (THO CLIHO

ED 291 774 TM 011 059

ED 291 774

Ravelo Hurtudo. Nestor E. Nitko, Anthony J.
Selection Blas Accarding to a New Model and Four
Previous Models Using Admission Data from a
Latin American University.
Pub Date—[86]
Note—27p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postaga.
Descriptors—Blas, *College Admission, College
Entrance Examinations, Foreign Countries,
Higher Education, *Personnel Selection, Screening Tests, *Selective Admission
Identifiers—Lottery, University of Oriente (Venezuela), *Venezuela
This paper describes a modified lottery selection
procedure and compares it with several popular unbiased candidate selection models in a Venezuelan
academic selection situation. The procedure uses
modified version of F. S. Ellett's lottery method as a
means of partially satisfying the principles of substantive fairness. Ellett's procedure establishes an
upper cut-acore and recommends acceptance of everyone whose test score is at or above the cut-score.
A second lower cut-acore is also established, so that
everyone scoring at or below this score is rejected.
After hirring or admitting candidates in the upper
group, additional openings are filled by those between the upper and lower cut-scores. The modification of Ellett's procedure, referred to as the
probability level assignment model (PLAM), involves division of the score scale between the upper
and lower cut-scores into several equal-width intervals, within which applicants are selected via lottery
in proportion to the probability for success upon
admission or employment. Results from application
of this method to 272 first-year students at the Universidad de Oriente in Cumana, Venezuela, indicate
that the PLAM appropriately addresses the various
criteria of selection fairness. Elight data tables ar
appended. (TJH)

ED 291 775

ED 291 775

ED 291 775

Reves-Kazelskis, Carolyn Kazelskis, Richard
The Effects of Student-Generated Questions on
Test Performance.
Pub Date-Nov 87
Note—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
Pub Type— Reports - Bealuative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, Higher Education,
Multiple Choice Tests, Objective Tests, *Questioning Techniques, *Student Developed Materials, *Test Construction, Test Wiseness
Identifiers—*ReQuest
A total of 50 college students enrolled in different sections of a language arts methodology courseserved as treatment and control groups to investigate the effects of student-generated questions on test performance. Periodically throughout the course, students in the treatment group received instruction in effective questioning techniques by discussing and evaluating hypothetical test questions produced by the professor and participating in a reciprocal questioning strategy, known as "ReQuest," designed to help students think as they read. Treatment group students were also required to compose two multiple-choice and two true-false questions for the 12 chapters in the course textbook.
Three tests and a comprehensive final examination served as the independent measures. The results of analysis of covariance and the Johnson-Neyman Technique indicate that the treatment condition was effective only for students with higher levels of prior knowledge related to language arts methodology upon entry into the course, and that it was detrimental to students who had lower levels of prior knowledge, as reflected in the pretest scores. (TJH)

ED 291 776 TM 011 061 ter, Thomas W. And Others ads in School Improvement mt: Regional Test

Results, 1984-1987.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—Nov 87
Contract—400-86-0003

Contract—400-80-0003
Note—43p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Elementary Secondary Education, *Mathematics Achievement, Minimum Competency Testing, *Reading Achievement, Standardized Tests
This casest is part of an overall regional needs

Competency Testing, "Reading Achievement, Standardized Tests
This report is part of an overall regional needs assessment effort undertaken by Research by Better schools and it summarizes test results from stass education agencies in the District of Columbia, Delaware, Maryland, New Jersey, and Pennsylvania. Performance trends over the past several years were analyzed. Major findings indicate that: (1) reading achievement trends varied somewhat across the region from 1984 to 1987; (2) students at all grade levels throughout the region showed considerable improvement in mathematics from 1984 to 1987; (3) students across the region perform much higher than national norms on standardized tests, with particularly high scores characterizing children at the elementary school level; and (4) there was a high degree of achievement with regard to minimum basic skills in reading and mathematics, with most students meeting minimum standards established by the respective states. In summary, regional achievement trends were positive during the target period, a trend following the 1978-1984 trend. In areas where declines were found, it is possible that these phenomena can be attributed to change in test forms. Although aggregate score trends were very positive, there was much variability within states. (TJH)

TM 011 062 Petry, John R. Bowman, Harry L.

A Description of Selected Non-Cognitive Training
Outcomes for Recruits at Navy Recruit Training

Pub Date-11 Nov 87 ote—61p.; Paper presented at the Annual Mees-ing of the Mid-South Educational Research Asso-ciation (16th, Mobile, AL, November 10-13,

1987).

Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— Military Training, Outcomes of Education, Physical Fitness, *Recruitment, Training Objectives
Identifiers—*Naval Education and Training Sys-

Identifiers—"Naval Education and Training System
From April 16, 1987 through September 1, 1987,
personnel from the Bureau of Educational Research
and Services of Memphis State University (Tennessee) and Navy research team members from each of
the Recruit Training Centers conducted a study that
focused on learning outcomes of recruit training.
The foci of the study were the Recruit Training
Centers at Great Lakes, Illinois; Orlando, Florids;
and San Diego, California, where a total of 596 recruits from 8 companies were involved in the
10-week data collection phase of the project. Hundreds of other recruits from numerous other companies, designated as cross-sectional, were involved in
the study during the same time period. Data were
gathered via personal data records, a list of recruit
training outcomes developed by the Navy team
members, and 11 other instruments. These other
instruments covered barracks compartment watchstanding, free time activities, informal conversation,
the recruit training interview protocol, physical
training, nightly routine, recruit petty officer raiings, behavioral problems reported to the chief petty
officer, and sick calls. The findings are reported on
responsibility and reliability, accountability, obedience, teamwork, pride, self-discipline, goal-setting,
perseverance, physical fitness, system manipulation, coercion, and competitiveness. Twelve data
tables are included. (TJH)

TM 011 063 ED 291 778 Mitchell, Stephanie Hansen, Joe B.
The Use of Evaluative Data for Instructional Planning and Decision Making in the Portland Public Schools, Vear One Report: July 1986-August 1987, 1986-87 Research Report.
Portland Public Schools, OR. Research and Evalua-

DIE JUIL 1968

Pub Date—Oct 87

Note—26p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Decision Making, *Educational
Planning, Elementary Secondary Education,
Evaluation Utilization, Grade 3, *Inservice Education, instructional Materials, Parent Teacher
Conferences, Scores, Technical Assistance, Test is Postage.

Conferences, Scores, Technical Assistance, Test Interpretation Identifiera—"Portland Basic Skills Achievement Levels Testing, "Portland School District OR The Portland (Oregon) Public Schools Research and Evaluation Department is investigating the use of evaluative data in instructional planning and decision making in schools. The three-year research effort involves training and technical support in effective evaluation use. The first year of the evaluation use research focused on collecting and sealyzing baseline data on the use of Portland Achievement Levels Tosts (PALT). Interviews and surveys gathered information from parents, teachers, principals, and directors of instrumentation on how these actors use evaluative data in instructional planning and decision-making. Recommendations from the first-year study include: (1) revision of parent conference report forms to include numeric and graphic test score summaries; (2) revision of the parent guide to understanding test scores; (3) institution of a spring parent conference report to include fall and spring PALT scores; (4) evaluation of the grade 3 testing program, revised on the basis of teacher interviews and surveys; (5) development of training materials to help teachers prepare students; and (6) development of inservice training for test coordinators and others interested in test interpretation and the use of results. Summary results of surveys of parents and teachers are appended. (TJH)

ED 291 779

TM 011 064

Preject Return, 1986-1987, Portland Public Schools. Evaluation Report. Portland Public Schools, OR. Research and Evalua-

tion Dept.

Pub Date

Pub Date—Oct 87
Note—29p.
Pub Type— Reports - Evaluative (142)
EDBS Price - MP01/PC02 Plus Postage.
Descriptors—Black Students, "Disadvantaged
Youth, "Dropout Programs, Elementary Secondary Education, Parent Counseling, Program Evaluation, "Public Schools, Student Placement,
"Public Schools, Student Placement,

Truancy - Portland School District OR

identifiers—"Portland School District OR Projects Return constitutes an attempt by the Portland (Oregon) Public Schools to bring school dropouts back into the school system. During 1986-87, Project Return handled 123 percent more referrals than during 1985-86, the project's first year; the actual figures were 1,091 and 489, respectively. Economically disadvantaged youth make up a large portion of the target group. The three-step procedure designed to reorient trunt students in a large portion of the target group. The three-step procedure designed to reorient truant students includes: (1) assessment of referral; (2) identification and contact with student and family; and (3) institution of an interview, status report, and placement. Transitional classrooms for referred students and counseling of parents and students are central to the intervention methodology. Evaluation of 1986-87 interventions combines data from interviews, unobtusive measures, and use of descriptive statistics. At the end of the first year, obvious disproportionalities were noted among middle school students, Afro-American students, and students residing in North Portland. Reductions in truancy were effected for all of these groups during 1986-87. Extensive tabulated evaluation data are provided by larget group. Attached appendices include Oregon Revised Statutes 339.065, 339.080 and diagrams of referral distribution by grade grouping. (TJH)

ED 291 780

TM 011 065

Hansen, Joe R.
Physical Education in the Portland Public Schools
Middle Schools. Phase One, 1986-1987 Evalua-Report. ad Public Schools, OR. Research and Evalua-

tion Dept. Pub Date—Oct 87 -81p.

Note—81p.

Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)

EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Curriculum Guides, Junior High
Schools, Lifetime Sports, *Middle Schools,

Physical Education, Physical Examination Physical Education, Physical Examinations, Physical Pitness, Program Evaluation, Public Schools, Recreation Recreation

Portland School District OR

Physical Fitness, Program Evaluation, Public Schools, Recreation Identifiers—Portland School District OR
This is the final report of Phase 1 of a district-wide study of the status and needs of the physical education program (PEP) in the Portland Public Schools middle schools in Oregon. Data collection activities, conducted during the spring of 1987, included interviews, questionnaires, classroom observations, literature reviews, document analysis, and fitness tests. Principals indicated a need for lifetime skills, fitness, recreation and social activities, improvement of attitudes and self-esteem, and physical activities. Physical education teachers indicated that the curriculum tended to underemphasize fitness, and they cited a need for year-long programs, better communication and articulation with lower grades, and revision of the curriculum guide to reflect more modern fitness concepts. Due to various uses of the PEP curriculum guide, it appears that the extent to which the goals and activities in the guide are covered through instruction is unclear. Lifetime skills, recreation, and fitness, especially cardiovascular fitness, were mentioned as focal points. Classroom observation revealed an emphasis on team sports, with individual or lifetime sports being observed as the second most frequent type of sctivity. An outline of the data collection plan and copies of data collection instruments are appended. (TJH)

ED 291 781

ED 291 781 TM 011 066

Marso, Ronald N. Pigge, Fred L. Teacher-Made Tests and Testing: Classroom Resources, Guidelines, and Practices.
Pub Date—Oct 87

sources, Guidelines, and Practices.
Pub Date—Oct 87
Note—21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15-17, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Testing, Curriculum Guides, "Educational Resources, Elementary Secondary Education, Grading, Item Analysis, Multiple Choice Tests, Public Schools, "Public School Teachers, Reprography, "Teacher Made Tests, Testing, Test Items, Test Reliability A total of 326 public school teachers of kindergarten through grade 12 responded to a survey about teacher-made tests, testing practices, and the availability of testing resources and guidelines. Testing practices and preferences were found to vary significantly by grade level, subject area, and length of teaching experience. School testing resources and guidelines varied by school setting and grade level. Most teachers (75 percent) reported high accessibility to student records, availability of curricular guides with objectives, instructor manuals with test items, administration of 50 or more tests annually, and preference for multiple-choice items. Fewer teachers (25 percent) reported regular access to reproduction services and the availability of school guidelines for assigning marks. Very few teachers (25 percent or fewer) reported access to computer support services. About 80 percent of the teachers reported rarely or never calculating test means or standard deviations. Over 50 percent of the teachers reported never having estimated test reliability or completing item analyses. Tabulations of teacher responses are appended. (Author/TJH)

TM 011 067 ED 291 782

ED 291 782
TM 011 067
Taylor, C. L. And Others
Effects of Familiarity with Sender on Response
Rate of Mail Questionnaires and Their Implications for Program Evaluation.
Pub Date—Oct 87
Note—11p.; Paper presented at the Annual Meetining of the American Evaluation Association (Boston, MA, October 14-17, 1987).
Pub Type—Reports Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Personnel, Data Collection, Program Evaluation, "Questionnaires, Surveys

tion, Program Evanuation, very learning of the Market School of the Mark

selected for inclusion in the response-rate study. A different questionnaire, containing items familiar to growers and managers of citrus, was mailed to each of four equivalent samples. Chi-square was used to treat the data as it was in mutually exclusive categories; an alpha level of 0.01 was selected. Results reveal that: (1) those potential respondents who were familiar with the sender of a mail survey were significantly more likely to respond than were those who were unfamiliar with the sender of a mail survey; (2) respondents familiar with senders vere more likely to be interested in study results; and (4) familiarity with the sender was associated with the size of the enterprise, a factor that may explain the degree of interest in findings on the part of respondents. (TJH)

ED 291 783 TM 011 068

ED 291 783

Cason, Gerald J. And Others
Integrated Test Scoring, Performance Rating and
Assessment Records Keeping.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the Association of Medical Colleges (Washington, DC, November 6-12, 1987).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clinical Experience, *Computer Assisted Testing, Educational Assessment, Essay
Tests, Graduate Medical Students, Interrater Reliability, tem Analysis, Medical Education, Multiple Choice Tests, Standardized Tests, Test
Reliability, *Test Scoring Machines, Weighted Scores

Reliability, *Test Scoring Machines, Weighted Scores Identifiers—FORTRAN Programing Language, *Objective Test Scoring Performance Rating The Objective Test Scoring and Performance Rating The Objective Test Scoring and Performance Rating (OTS-PR) system is a fully integrated set of 70 modular FORTRAN programs run on a VAX-8530 computer. Even with no knowledge of computers, the user can implement OTS-PR to score multiple-choice tests, include acores from external sources such as hand-scored essays or scores from nationally administered examinations, use and revise multiple different performance rating inventories in the same or different course, assign variable points to test questions and rating inventory items, assign variable weight to different assessments, maintain a grade book linking student names and identification numbers to score on multiple assessments, and produce reports on student performance and on the performance of the assessment procedure itself (including item analysis, interrater reliability, test reliability). In an average month, OTS-PR supports 50 courses and other applications in 4 colleges of the University of Arkansas for Medical Sciences. Use of the more valid National Board Examinations Type X questions is replacing Type K items. Most junior year clerkships and two residencies use the OTS-PR system to rate clinical performance. Use of essay questions is increasing. Samples are provided of student enrollment sheets, mance. Use of essay questions is increasing. Samples are provided of student enrollment sheets, test answer sheets, and various reports and inventories. (TJH)

ries. (TJH)

ED 291 784

Halpin, Gerald And Others

Effects on Stanford Achievement Test Scores of Teaching Content Versus Test-Taking Strategies.

Pub Date—Nov 87

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, Al., November 10-13, 1987).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MP91/PC01 Plus Postage.

Descriptors—Grade 1, Primary Education, "Standardized Tests, "Test Coaching, Test Wiseness Identifiers—"Otis Lemon School Ability Test, "Stanford Achievement Tests

A study involving 18 boys and 20 girls attending Grade 1 in a rural elementary school was conducted to determine if a program designed to develop test-taking skills would result in higher standardized achievement test scores than would one focusing on the content assessed by the test. Each student was assigned to one of two groups and administered the Otis-Lennon School Ability Test. Students in one group focused on test-taking techniques, while students in the other group received an intensive review of objectives and content measured by the Stanford Achievement Test. Each group participated in the experimental activities for 50 minutes per day for 20 days prior to administration of the

Stanford Achievement Test. Multivariate analysis of variance were computed on data from study instruments, and univariate analysis was performed on data from the Stanford Achievement Test. Results indicate that instructing students in test-taking strategies is as effective as is intensive instruction in content. A replication of this study with a larger mixed-race population would be beneficial. (TJH)

TM 011 070

Avant, Anna H. An Examination

Avant, Anna H.

An Examination of the Relationship between the WISC-R and K-ABC for Selection of Students for Special Education Programs.

Pub Date—Nov 87

Note—22p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—Elementary Secondary Education, "Gifted, "Intelligence Tests, Language Handicape, "Learning Disabilities, "Mild Mental Retardation, "Student Placement Identifiers—"Kaufman Assessment Battery for Children, Mobile County Public Schools AL, "Wechaler Intelligence Scale for Children (Revised)

vised)

*Wechaler Intelligence Scale for Children (Revised)
A study involving 120 students enrolled in the Mobile County Public School System of Alabama was conducted to investigate the comparability of the Wechaler Intelligence Scale for Children-Revised (WISC-R) and the Kaufman Assessment Battery for Children (K-ABC) instruments in their ability to select students for placement in programs for the gifted, learning disabled, and educable mentally retarded. Each student was administered the WISC-R and K-ABC by the same examiner to minimize examiner bias and influence. Results indicate that there was a significant relationship between the WISC-R and the K-ABC in the sets of children selected for piacement in learning disabled and gifted programs. There was no significant relationship between these two instruments in the sets of children selected for programs for educable mentally retarded persons. The removal or de-emphasis of the language component in the K-ABC diminishes the language component in the K-ABC diminishes for the effect of psycholinguistic deficit for many learning disabled students. The removal of the acquired facts from the intelligence scales of this instrument provides a more efficient measurement of the fluid intelligence of these students. (TJH)

ED 291 786

TM 011 071

ED 291 786

Feck. Hugh I.

The Effects of the Level of Content Preparation on the Performance of Mathematics Teachers on Their NTE Specialty Area Examination.

Pub Date—Nov 87

Note—33p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Mobile, AL, November 12, 1987).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Licensing Examinations (Professions), *Mathematics Teachers, Secondary Education, *Teacher Certification, Teacher Education

cation, "Teacher Certification, Teacher Education Identifiers—"National Teacher Examinations A study involving 123 teachers newly certified in mathematics during the 1985/86-1986/87 school years was undertaken to investigate the relationship among three common assessments of schievement often used in the certification of teachers of mathematics. The study also sought to determine whether a level of content preparation can be inferred from the teacher's score on a cognitive achievement test in their area of specialty. The study followed Campbell's data analytic design. Data were taken from records in the Office of Teacher Certification in the Department of Education in one Mid-South state. Data were extracted from subjects' scores on the National Teacher Examinations (NTE) and an instrument that elicited the teschers' scores on the NTE Mathematics Specialty Area Test increased as the level of content preparation increases, when the NTE General Knowledge Score was controlled. It appears that the number of hours of mathematics taken as a part of teacher preparation was significantly more important to mathematics achievement than was general knowledge. (TJH)

ED 291 787

TM 011 072

Head, L. Quinn A Comparison of Recent Undergraduate Performance to the Attainment of Their Former Peers on the "Alabama Initial Certification Test."

1 Nov 87

mance to the Attainment of Their Former Peers on the "Alabama Initial Certification Test."

Pub Date—11 Nov 87

Note—17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Educational Assessment, Higher Education, "Licensing Examinations (Professions), "Teacher Certification Identifiers—"Alabama Initial' Certification Test, "Mann Whitney U Test

This study illustrates the means by which empirical data obtained from the Alabama Initial Certification Test (AlCT) of 590 undergraduates at a state institution can be analyzed statistically to determine the institution's efficacy in teaching. The Kruskal-Wallia one-way analysis of variance procedure was selected as the test statistic to analyze data obtained from each of the four AlCT subtests based on five yearly intervals: 1980-81, 1981-82, 1982-83, 1983-84, and 1984-85. When statistical significance was established, the Mann-Whitney U test was used as the follow-up procedure to determine which group or groups differed from the other groups. The results indicate that at least one of the mean ranks of the undergraduates on the humanistic behavioral studies, curriculum and instruction, and evaluation subtests significantly differed from one or more of the mean ranks of their peers based on the five yearly intervals. The mean ranks of undergraduates on the curriculum and instruction subtest for the 1983-84 and 1984-85 yearly intervals were significantly higher than the mean ranks of their peers on the earlier three yearly intervals. The mean rank of undergraduates on the subtest for the 1984-85 yearly interval. Study findings support a higher than the mean rank of their peers on the earlier three yearly intervals. The mean rank of their peers for the 1983-84 yearly interval. Study findings support a higher performance among recent undergraduates when compared

Kennedy, Robert L. Smith, Paul J.

A Collaborative Process for Developing a Measure of Educational Equity.

Pub Date—17 Oct 87

Note—8a.: Pages

Pub Date—17 Oct 87

Note—8p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—Descriptions—Banks, Educational Assessment, "Equal Education, Item Banks, Program Evaluation, "School Descregation, "Test Construction
Identifiers—"Little Rock School District AR, "Multidisciplinary Teams
The Office of Descgregation of the Little Rock, Arkansas, Public School District was given the responsibility for developing an instrument to evalu-

Arkansas, Public School District was given the responsibility for developing an instrument to evaluate the implementation of educational equity in the district pursuant to federal court desegregation mandates. Office of Desegregation personnel invited in Center for Academic Excellence staff of the University of Central Arkansas to collaborate in constructing the instrument. After outlining the goals of the endeavor, the team agreed to the formation of a committee to be balanced by sex, race, and representation from teachers, students, parents, and administrators. An instrument, the "Building Level Assessment for Multicultural and Nonsexist Education," was obtained from the Midwest Race and Sex Desegregation Assistance Center of the College of Education of Kansas State University. The general committee and the ten subcommittees comprising it met to consider the document and additions, deletions, and other modifications of it. After a series of meetings the form was approved and submitted to tions, and other modifications of it. After a series of meetings the form was approved and submitted to the district staff for their use. The spirit of collabora-tion, openness, autonomy, and balance contributed to a very positive effort by the many committee members. (Author/SLD)

ED 291 789

TM 011 077

Applegate, Brooks
Creating Item Characteristic Curves from LOGIST and BICAL Output.

Pub Date—Nov 87

Note—23p.; Paper presented at the Annual Meesing of the Mid-South Educational Research Association (Mobile, Al., November 10-13, 1987).

Pub Type— Speeches/Meeting Papers (150) — Computer Programs (101)

EDRS Price - MF01/PC01 Plus Postage.

Descriptora—Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, *Computer Software, Data Analysis, *Item Analysis, Latent Trait Theory, Scoring, Test Construction

Identifers—*BICAL Computer Programs *10.

tion lifetimes—"BICAL Computer Program, "LO-GIST Computer Program, Rasch Scaled Scores-Computer programs are presented to plot item and test characteristic curves and item information functions for parameter estimates produced by the LOGIST and BICAL computer programs. These programs provide data in tabular format, but their usefulness in test development and measurement courses can be greatly enhanced by graphic plots of the item and test curve characteristics. Visual insection of the curves can facilitate item selection in the item and tex curve characteristics. Visual in-spection of the curves can facilitate item selection in test development and can improve student learning and retention of item response theory. Four pro-grams are presented with sample curves. (SLD)

ED 291 790 TM 011 079 Kennedy, Robert L. Arkansas Teacher Testing: A Penny for Your

Pub Date-16 Oct 87 Pub Date—16 Oct 8/ Note—18p.; Paper presented at the Annual Meet-ing of the American Evaluation Association (Bos-ton, MA, October 14-17, 1987). Pub Type—Speeches/Meeting Papers (150)—Re-ports - Descriptive (141) EDRS Price - MF01/PC01 Plus Postage.

ports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Legislation, Elementary
Secondary Education, Minimum Competency
Teating, State Legislation, Teacher Attitudes,
Teacher Certification, "Teacher Evaluation,
Teacher Militancy, Teaching Skills, Test Bias,
"Testing Problems
Identifiers—"Arkanass, "Teacher Testing
Teacher testing began in Arkanass when the governor threatened to veto a 1% sales tax if a teacher
testing bill were not passed. With enactment of Act
76 in 1983, an instrument was developed for field
testing in 1984 over objections of the Arkanasa Education Association. The test, the Arkanasa Educational Skills Assessment, is comprised of 50
multiple-choice reading questions, 50 mathematics
questions, and a 200-word writing sample. Many
legislators attempted to modify or eliminate the Act
but the governor strongly supported it. Disagrements over cutoff scores, test bias, confidentiality of
results, and testing procedures marked the period ments over cutoff scores, test bias, confidentiality of results, and testing procedures marked the period prior to the test date, March 23, 1985. Problems, including mixed-up scores and content leaks, were associated with subsequent test occasions in 1987. Finally, 3.6% of the teachers were never able to pass the test. In spite of the comedy-of-errors aspects of the test controversy, public support for teacher testing seems to indicate that the education profession needs to confront its own problems and to take stems. needs to confront its own problems and to take steps to ensure the competency of those who enter its ranks. (SLD)

ED 291 791 TM 011 081

Hanley, Gerard L.
The Origin of Information and Its Effect on Problem Solving.
Pub Date—87

tote—28p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PO22 Plus Postage.
Descriptors—Cognitive Ability, "Cognitive Processes, Cognitive Psychology, College Students, Higher Education, "Imagination, "Perception Tests, Postsecondary Education, "Problem Solving, Visual Perception The difference in cognitive resources required for imagination and perception was tested in two experiments by examining the reduced substitutability of imagination and perception in problem solving by college undergraduates. Eighty subjects in Experiment 1 drew capital letters from lines or descriptions of lines in a seven-page booklet. The resulfs indicate that imagined information and perceived information and perceived information and perceived information were integrated with equivalent accuracy and strategies. When the problems became

more cognitively demanding and mental corshina-tions of lines into figures contained four elements, different strategies were used. Sixty-eight subjects were given explicit instructions on how to identify imagined or perceived lines as letters. When strate-gies were restricted, integrating imagined informa-tion was less accurate than integrating perceived information. Several factors, many of which were related to the cognitive demand difference from these two origins, influence the substitutability of imagination and perception. To describe cognitive processing of information from internal and exter-nal origins, researchers should use multiple perfor-mance measures. (SLD)

TM 011 082 Herman, David O. Young, Laura
Development of the Wechsler Memory Scale-Re-

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vises.
Pub Date—29 Aug 87
Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

1931. New York, NY, August 28-September 1, 1947. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage. Descriptors—*Clinical Diagnosis, Clinical Psychology, *Memory, Norm Referenced Tests, Test Construction Identifiers—*Wechaler Memory Scale (Revised) A study involving a sample of people selected to represent the nonimpaired American population, aged 16 to 74 years, was undertaken to determine the effectiveness of the Wechaler Memory Scale—Revised. The scale's subtests were designed to assess memory of personal and general knowledge, logical memory, verbal paired association, figural memory, visual peirod association, figural memory visual pairod association, figural memory visual pairod association, figural memory span. The sample population on which the study was performed included 50 persons divided approximately equally by sex and was selected to demographically match the general population. Results indicate that the revision of the memory scale incorporates many features that should help assure its continued place in clinical assessments. These features include up-to-date norms for persons aged 16-74 years, broadened coverage of nonverbal memory, improved scoring criteria for logical memory and visual reproduction, reporting of scores corresponding to verbal and visual memory as well as the attention/concentration factor and delayed recall, guidelines for identifying significant differences between certain subtest indexes, and validity studies of patients in each of several diagnostic categories. (TJH)

TM 011 086

ED 291 793 TM 011 086
Hough, Leactta M.
Overcoming Objections to the Use of Temperament Variables in Selection.
Army Research Inst. for the Behavioral and Social
Sciences, Alexandria, Va.
Spons Agency—Department of the Army, Washington, D.C.
Pub Date—87
Contract—MDA-903-82-C-0531
Note—370 - Report presented at the Annual Meet-

Note—32p.; Paper presented at the Annual Meet-ing of the American Psychological Association (95th, New York, NY, August 28-September 1,

(95th, New York, NY, August 28-September 1, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Job Performance, Military Personnel, *Personality Measures, *Personnel Selection, *Predictive Measurement, Predictive Validity, Much of the scientific community has believed that temperament variables could not be included in batteries of tests to predict job performance because no generalized principles could be discerned from the results. For Project A, a major Army project on the prediction of job performance, a temperament inventory was developed and implemented. This inventory overcomes objections through a carefully chosen research strategy involving; (1) a literature review to study predictor constructs; (2) an inventory of non-sensitive items and scales designed to detect intentional distortion of self-description; (3) a criterion-related validity study of the job-related nature of the temperament scales; and (4) examination of the effects of motivational sets on scale score and criterion-related validities. Through these strin-

gent requirements, objections to the use of tempera-ment variables were overcome for Project A. Tables of constructed scales are included. (SLD)

ED 291 794 TM 011 087

ED 291 794

Altink, Wieby M. M.

Selection for Higher Education in Developing
Countries—the Use of Tests in Admission for
Pre-Early Science Upgrading Courses in Botawans, Swaziland and Lesotho.

Pub Date—[87]
Note—32p.

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Identification, Achievement
Tests, Admission (School), *Admission Criteria,
Aptitude Tests, *Developing Nations, Foreign
Countries, Higher Education, Mathematics Curriculum, *Predictive Measurement, Predictive
Validity, Science Curriculum, *Selective Admission

sion Identifiers—Botswana, Lesotho, Selection Tools, Swaziland

Identifiers—Botswana, Lesotho, Selection Tools, Swaziland.

The degree of predictive validity and the relationahip with previous learning conditions were studied for measures used in admission procedures for upgrading courses in science and mathematics in Botswana, Lesotho, and Swaziland. School results, achievement tests, aptitude tests, and ability tests were evaluated for students leaving secondary school for courses preparatory to tertisry education. Admissions procedures in developing countries usually aim for maximum predictive validity and fair chances for those who have had insufficient opportunities to develop their potentials. The various measures showed decreasing variation among schools in this order: (1) school results; (2) achievement tests; (3) aptitude tests; and (4) ability tests. Aptitude and ability measures were characterized by lower predictive value. If equal chances for education were to be pursued for various groups of cantile the state of the control of the state of the control of the c by lower predictive value. It equal chances for edu-cation were to be pursued for various groups of can-didates, the psychometric analyses of this study seemed too narrow to solve the selection problem. Multidisciplinary research is an essential approach to studying selection procedures. Data are pres-ented in table form. (SLD)

ED 291 795 TM 011 090

A Plan for Evaluating Teacher Training Work-shops and Institutes. Technical Report 87-2-3. Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation. Spons Agency—Tennessee State Dept. of Educa-tion, Nashville.

Pub Date-Sep 87 Note-43p.

Note—43p.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Evaluation Criteria, *Evaluation

Descriptors—Evaluation Criteria, "Evaluation Methods, Formative Evaluation, Participant Satisfaction, Program Effectiveness, "Program Establiation, Program Effectiveness, "Program Evaluation, Teacher Workshops

A plan for evaluating teacher training workshops and institutes is presented. Juxtaposition of the target group and the type of evaluation provides the framework for evaluating such a program. Evaluation is formative, aimed at modifying and improving the plan as it is being developed, and summative, assessed at the end of the experience. The use of goal cards with statements of objectives for each participant is important in formative evaluation. Summative evaluation is carried out through a rating system of the extent to which objectives were met. Follow-up study is valuable if funds permit. An appendix includes copies of suggested instruments to be used in evaluation. (SLD)

TM 011 091

ED 291 796

Ayers, Jerry B. Miles, Sandra D.

Instrumentation for a Teacher Education Evaluation Project. Technical Report 87-2-4.

Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.

Spons Agency—Tandy Corp., Pt. Worth, TX. Radio Shack Education Div.; Tennessee State Dept. of Education, Nashville.

Pub Date—Oct 87

Note—239.

Pub Date—Cv.
Note—23p.
Pub Type—Reports - Descriptive (141) — Computer Programs (101)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Observation Techniques,
Classroom Research, *Computer Oriented Pro-

grams, Computer Software, *Data Collection, Eiementary Secondary Education, *Evaluation
Methods, Microcomputers, *Teacher Education
Programs, *Teacher Evaluation
Identifiers—*Classroom Interaction Data, *Flanders System of Interaction Analysis
A system for effective collection of classroom observation data from teachers in schools was developed. Drawing on the Flanders interaction Analysis
System, a procedure for coding classroom interaction into 10 categories, a system was developed to
collect direct observation data with microcomputers. Software was prepared for Tandy computers.
Field testing throughout 1987 is projected to continue into 1988, with large-scale field trials planned
for 1988. An appendix contains the complete program for use with a 10-category Flanders system,
but modifications are available to create larger matrices. (SLD)

ED 291 797 TM 011 092 ED 291 797

TM 011 05

Texas Examination of Current Administrators and
Teachers (TECAT): "Study Guide, 1985"; "Passing Standards, Jassary 1986"; and "Skills Review Manual, 1986".

Texas State Board of Education, Austin.
Pub Date—Pub Date—

-158p.; For related document, see ED 266

164.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Evaluation, Certification, Educational Legislation, Elementary Secondary Education, Evaluation, "Personnel
Evaluation, state Standards, Teacher Certification, "Teacher Evaluation, "Test Coaching
Identifiers—"Texas Examination Current Administrators Teachers
In January 1986, the Texas State Board of Education established performance standards for the
Texas Examination of Current Administrators and
Teachers (TECAT), an examination resulting from

tion established performance standards for the Texas Examination of Current Administrators and Teachers (TECAT), an examination resulting from the passage in 1984 of Texas House Bill 72. This Bill called for Texas public school educators to pass a test in reading and writing as a condition of continued certification. The TECAT includes questions about selected readings (details, sequences, main deas, and facts versus opinions found in the readings); knowledge of job-related vocabulary; reference usage; inference skills; writing mechanics; sentence formation; English usage; and composition. This document is comprised of three separate TECAT booklets that have been combined: (1) Study Guide, (2) Passing Standards, and (3) Skills Review Manual. The Study Guide is designed to prepare those who will be taking the TECAT, and it includes practice tests. Passing Standards for the TECAT are described for the reading section and the multiple choice and composition writing tests. The Skills Review Manual was prepared for Texas educators planning to retake the reading and/or writing sections of the TECAT. Practice tests are included for the retest. (SLD)

ED 291 798
Douzenis, Cordelia Rakow, Ernest A.
Outliers: A Potential Data Problem.
Pub Date—Nov 87 TM 011 101

Pub Date—Nov 87

Note—22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type—Specches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Data Analysis, *Data Interpretation, *Statistical Analysis, Statistical Distributions

tributions Identifiers—*Outliers

Identifiers—"Outliers
Outliers, extreme data values relative to others in a sample, may distort statistics that assume internal levels of measurement and normal distribution. The outlier may be a valid value or an error. Several procedures are available for identifying outliers, and each may be applied to errors of prediction from the regression lines for utility in a bivariate situation. Because the existence of outliers in a data set may bias the results, some researchers have proposed the use of robust statistics in the presence of outliers with trimming, bimean, or winsorization techniques. Six examples of the effect of outliers on statistical results are given with tables illustrating distortion in each situation. (SLD)

ED 291 799 TM 011 102 Minix, Nancy And Others

Development and Use of a Goal Setting/Attainment Process Designed To Measure a Teacher's Ability To Engage in Professional Growth and Lendership Initiatives.

Pub Date—Nov 87

Note—56p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Portions of appendices contain marginally legible

print. ub Type—Speeches/Meeting Papers (150) — Re-ports - Research (143) — Tests/Questionnaires

(160)
EDRS Price - MF0L/PC03 Plus Pustage.
Descriptors—*Career Ladders, Elementary Secondary Education, Evaluation Methods, "Goal Orientation, Job Performance, Leadership, Personnel Evaluation, "Professional Development, Teacher Attitudes, Teacher Behavior, Teacher Effectiveness, "Teacher Evaluation, Teacher Im-

fectiveness, "Teacher Evaluation, Teacher Improvement Identifiers—"Kentucky Career Ladder Plan The process used to evaluate progress in identifying the goals to be used in evaluating teacher performance under the Kentucky Career Ladder Program is described. The process pertains to two areas of teacher development, (1) professional leadership and initiative. A total of 1,650 individuals were asked for input during the development and evaluation process. Standard psychometric item selection and rating techniques were used to develop an instrument, which was field tested with 337 teachers. Teachers established a set of goals and activities in the areas to be completed in two years, with evaluation at the end of the first year. It was judged that 86.9% of the participants made adequate progress the first year. The instrument and process enabled principals and teachers to identify goals and activities to meet the goals and to undertake goal setting and attainment contracts. Appendices contain the developed goals and contract summaries, with scoring procedures. (SLD)

TM 011 110

ED 291 800 TM 011 110

Beyerbach, Barbara A.
Concept Mapping in Assessing Prospective Teachers' Concept Development.
Pub Date—[86]
Note—[86]: Figure 1 may not reproduce well due to marginal legibility.
Pub Type—Reports - Research (143)
EDRS Price - MF91/PO11 Plus Pestage.
Descriptors—*Concept Formation, Concept Teaching, "Educational Planning, Evaluation Methods, Higher Education, Planning, Evaluation Methods, Higher Education, Planning, Evaluation Undergraduate Students
Identifiers—*Concept Mapping
Concept mapping, a technique of graphically representing concepts and their relationship, was used to assess changes in the structural knowledge of prospective teachers at three levels of a teacher education program. The concept "teacher planning" was mapped at the beginning and end of the semester by 49 students in introductory, intermediate, and advanced undergraduate courses in teacher education. Scores calculated included: (1) item scores; (2) level scores; (3) similarity to group and instructor scores. Content analysis was compared with qualitative and quantitative analysis indicated that student maps became more differentiated and organized, with evidence of development of a shared vocabulary between instructor and student. Concept maps provide an overview of student thinking on a concept. A sample concept map is attached. (SLD)

ED 291 801 TM 011 113

ED 291 801
Puleo, Vincent T. Lieberman, Billie E.
Maximizing the Use of Standardized Test Results:
A Brief Case Study.
Pub Date—[86]
Note—21p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC01 Plus Pustage.
Descriptors—Academic Records, Data Analysis,
Elementary Secondary Education, Item Analysis,
"Remedial Instruction, "Standardized Tests,
Testing Programs, Test Interpretation, "Test Results, Test Use
Identifiers—New York (Kingston)
This preliminary investigation explored a means

of maximizing the use of standardized test results. In addition to the usual package of alpha and ranked norm-referenced test reports, a special series of reports by the California Test Bureau/McGraw-Hill was generated for remedial reading and mathematics teachers. These reports displayed primarily objectives or skill-referenced information. To assess staff reaction, a questionnaire was completed by the remedial teachers, and interviews were conducted with administrators involved. Both teacher and administrative reactions to the special reports were encouraging. The experience indicates that it is possible to obtain greater use of existing standardized test results through the use of special reports. In relation to earlier studies that question the relevance of standardized tests, current findings also prompt consideration of whether the special reports would favorably influence clasaroom teacher perception; and whether there are differences in the perception of standardized tests between classroom and remedial teachers. (The study instrument is appended.) (Author)

TM 011 116 ED 291 802

ED 291 802

ED 291 802

ED 291 802

TM 011 116

Rossman, Greichen B. And Others

Pathways through High School: Translating the

Effects of New Graduation Requirements.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Maryland State Dept. of Education, Baltimore; Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—Jul 87

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Records, Administrator

Attitudes, Core Curriculum, Credits, Educational

Change, "Graduation Requirements, "High

Schools, Required Courses, "Secondary Education, State Legislation, State Standards, Student

Attitudes, Teacher Attitudes

Identifiers—Maryland

The first phase of a study of the effects of new high

school graduation requirements in Maryland was

conducted in 1986. Interviews were conducted with

182 administrators, teachers, and students about

their perspectives on new requirements instituted in

1985. Transcript records were analyzed for 249 students

from 5 high schools. Interview data did not

suggest that state initiatives had a large impact on

local schools. An important finding of transcript

cant impact on studies had a significant impact on shools. An important finding of transcript

cantingent on studies had a significant impact on shools and the course taken. Specific credit requirements and in-depth

examinations of school organization, course con
tent, and approaches instead of concentration on

numbers of credits and kinds of courses taken. Spe
cific credit requirement recommendations were

made. Appendices discuss the coding of transcript

data and research design for future study. (SLD)

ED 291 803

TM 011 118

ED 291 803

Moore, Arnold J.

A Need for and the Role of Research Bureaus in Conducting Teacher Education Evaluations at Large Universities.

Pub Date—[86]

Note—8p.

Pub Type— Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MP91/PC01 Plus Postage.

Descriptors—Data Collection, "Educational Research, Evaluation, Higher Education, "Program Evaluation, "Research and Development, Research and Development Centers, Research Design, Research Universities, "Schools of Education, "Teacher Education Programs Identifiers—"Mississippi State University Among the functions of a college of education are engaging in basic research in education and helping the college and individual faculty members provide research for the clientele that the college serves. A formal structure for these tasks is required by large universities. At Mississippi State University (MSU), the Bureau of Research and Development (BRD) supplies these services with the help of support units such as the Test Item Bank and the Research and Curriculum Unit for Vocational and Technical Education. As an example of an evaluation study conducted through the College of Education, an evaluation directed by the BRD of the program in teacher education is presented. Four strategies of data collection were employed to obtain informa-

tion about alumni morale and opinion of training received, current employment status of Master's Degree recipients, and effectiveness of MSU gradu-ates in job performance as viewed by supervisors. Increased activities in research and service in the College of Education have provided better visibility for all its programs. (SLD)

ED 291 804 TM 011 122 Naccarato, Richard W.
A Guide to Item Banking in Education. (Third

Naccarato, Richard W.
A Guide to Item Banking in Education. (Third Edition).
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Contract—400-86-0006
Note—221p; Data sheets contain small print.
Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PCD9 Plus Postage.
Descriptors—Adaptive Testing, Computer Assisted Testing, *Item Banks, National Surveys, *Test Construction, *Test Interpretation, Test Items, Worksheets
Identifiers—Higher Order Skills
The current status of banks of test items existing across the United States was determined through as survey conducted between September and December 1987. Item "bank" in this context does not imply that the test items are available in computerized form, but simply that "deposited" test items can be withdrawn for use. Emphasis was on documenting the sources of test items in the various subject areas that respondents considered to measure higher or der thinking skills. Complete copies of the 41 Item Bank Data Sheets that were returned are included to describe item banks maintained by state or regional agencies (46% of the respondents), commercial ventures (33%), and school districts (20%). Most item collections contain basic skills items for reading, language arts, and math, but many are branching into science and the social sciences. Progress made in item banking in the last few years appears likely to increase with the development of better hardware and software. (SLD)

TM 011 123 ED 291 805

Green, Donald Ross Misinterpreting and Misusing Tests: Some New

Green. Donald Rass
Misinterpretting and Misusing Tests: Some New
Ways.
Pub Date—5 May 85
Note—5p.
Pub Type— Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, "Item Banks, "Latent Trait Theory,
"Standardized Tests, "Test Construction, Testing
Programs, "Test Interpretation, Test Items, Test
Norms, "Test Use
The use of item banks and item response theory
has resulted in new ways to misinterpret and misuse
tests through customized, yet standardized,
achievement test batteries. The new test batteries
create the possibility of serious misunderstandings
based on the idea that any subset of items from the
pool with a proper range of difficulties will produce
scores that can reasonably be interpreted using national norms. System personnel may believe that
they can select items from the nationally normed
pool in accord with their preferences. Items chosen
to be "fair" to a local area will provide higher scores
than will a representative sample. The effect of local
scales cannot be ignored in comparing local and
national norms. If carefully used, the new tests can
provide useful information. (SLD)

ED 291 806

ED 291 806

TM 011 124

Green. Donald Ross

Sex Differences in Item Performance on a Standardized Achievement Battery.

Pub Date—28 Aug 87

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Some tables contain light/broken type.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

Descriptors—"Achievement Tests, Educational Testing, Elementary Secondary Education, Item Analysis, Performance Factors, "Sex Differences, "Standardized Tests, "Test Bias, Testing Programs"

grams
Identifiers—LOGIST Computer Program

Differential functioning of males and females on achievement test items was studied in a sample of 110,000 students in kindergarten through grade 12. First, item parameters and ability estimates for these parameters were obtained from LOGIST computer program runs for the entire group. Predicted performance for each item for each group was separately determined, and expected performance was then subtracted from observed performance for the item. Items with extreme values were examined for content bias. Females had higher mean scale scores on all but three of 72 tests in the basic battery. Differences favoring females increased up to grade 8 and then diminished in high school. Variations of scale scores for females were smaller than those for males. The number of items biased in favor of females was less than the number biased in favor of males. Until such time as these results are better explained, test constructors advised to continue carefully balsancing the number of male and female names and actors in passages and items. Test data are summarized in attached tables. (SLD) and items. To

ED 291 807

TM 011 31

Education Information: Changes in Funds and
Priorities Have Affected Production and Quality, Report to the Chairman, Subcommittee on
Select Education, Committee on Education and
Labor, House of Representatives.

Ceneral Accounting Office, Washington, D.C.
Report No.—GAO/PEMD-88-4
Pub Date—Nov 87

Note—123p.

Available from—U.S. General Accounting Office.
PO Box 6015. Geithenburg. TM 011 310

Report No.—GAO/PEMD-88-4
Psb Date—Nov 87
Note—123p.
Available from—U.S. General Accounting Office,
PO Box 6015, Gaithersburg, MD 20877 (first 5
copies free; additional copies \$2.00 each; 100 or
more-25% discount).
Psb Type—Reports - Svaluative (142)
EDRS Price - MF0I/PC05 Plus Postage.
Descriptors—Data Collection, Educational Assessment, Educational Finance, *Educational Assessment, Educational Finance, *Educational Research, *Federal Aid, Information Dissemination,
Information Services, Information Utilization,
National Surveys, Public Agencies, Quality Control, Research Projects, Statistical Data, Statistical Studies, Trend Analysis
Identifiers—"Department of Education, *Educational Information
The House Subcommittee on Select Education asked the General Accounting Office (GAO) to study the condition of information on education in the United States during selected years between 1973 and 1986. The resulting report covers three areas: (1) the nature and amount of federally sponsored information on education; (2) the quality of such information; and (3) factors influencing production and quality of the information-pathering sectivities of the three principal units of the Department of Education, the National Center for Education Statistics; and the Office of Planning, Budget, and Evaluation. The GAO also examined the quality of information through analysis of three statistical programs, namely, the National Assessment of Educational Progress, the Common Core of Data for Elementary and Secondary Education, and the Fast Response Survey System. Performance assessment concentrated on relevance, timeliness, technical advance, and impact. Results indicate a decline in federally sponsored research and in statistical and evaluative information on education; a shift away from collection of new data to service-oriented activities; and a trend toward contract awards to institutions rather than field-related endeavors. Agency comments and recommendations are outlined. (TH)

ED 291 808 TM 011 313

Fabiano, Emily O'Brien, Nancy
Testing Information Sources for Educators.
ERIC/TME Report 94.

Educational Testing Service, Princeton, N.J.; ERIC
Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0018
Note—66p.

Available from—ERIC/TME, American Institutes
for Research, 1055 Thomas Jefferson St., NW,
Washington, D.C. (\$8.00)
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Mate-

rials - Directories/Catalogs (132) — Reference Materials - Bibliographies (131) EDRS Price - MP01/PC03 Plus Postage. Descriptors—Annotated Bibliographies, Books, Indexes, Online Systems, Periodicals, *Reference Materials, Reference Services, *Resource Materials, Test Construction, *Testing, Test Manuals Identifiers—Printed Materials, *Testing Informa-

tion
This guide provides annotated lists of books, journals, indexes, and computer-based services and organizations that are sources of test information. The guide directs educators to test information about assessing academic ability, aptitude, achievement, personality, vocational aptitude, and intelligence, as well as specialized topics such as school and classroom climate and sensitive issues such as death. In addition to bibliographic information about each source, a short summary of the purpose, subject matter, and uses of each source is included. A gloesary of frequently used terms related to testing and a subject index to printed materials are included. (TJH)

UD

ED 291 809 UD 025 539
Chapter II 1985-86 End-of-Year Report. OEA
Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Apr 87
Note—399.
Available from—Office of Educational Assessment.
New York City.

fice of Educational Assessment.

Pub Date—Apr 87

Note—399.

Available from—Office of Educational Assessment,
New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Academic Achievement, Acceleration (Education), "Business Education, Career
Awareness, Educational Counseling, Elective
Courses, "Engineering Education, Federal Programs, High Schools, Humanities Instruction, Internship Programs, Program Descriptiona,
"Program Evaluation, "Technical Education,
"Urban Schools, Vocational High Schools
Identifiers—"Education Consolidation Improvement Act Chapter 2, New York (New York)
During the 1985-86 school year the following subgiree New York City high schools received federal
funds under Chapter II, Subchapter C, for the development of special programs in the following subjects: (1) A. Philip Randoigh—engineering; (2)
Townsend Harris—the humanities; and (3) The Paul
Robeson School—business and technology. Each of
these programs integrated some combination of features such as honors level curriculus, elective
courses, career education, college faculty participation, enrichment activities, and internships into a
cohesive program structure. Staff interviews and
student performance data indicate that all three programs met their general goals of providing rigorous
academic training and increasing students' awareness of career and higher education opportunities.
However, only the Townsend Harris program mettits specific evaluation objective. The difference between staff perceptions and the attainment of specific evaluation objective may be a result of the use
of objective criteria that were too difficult to accoenplish in a one-year program. The programs are described, and recommendadations for improving each
are made. Data are presented on three tables. (BJV)

UD 025 553 ED 291 810 n Dropouts: Planning a Comm

sposse.

Pederal Reserve Bank of Boston, Mass.

Spons Agency—Committee for Economic Development, New York, N.Y.

Pub Date—Aug 86

Note—29p.; Boston sponsors of the conference included The Boston Compact, The Boston Private Industry Council, Inc., and the State Street Bank

cluded The Boston Compact, The Boston Private Industry Council, Inc., and the State Street Bank and Trust Company.

Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Pestage.

Descriptors— Dropout Prevention, *Dropout Programs, *Dropouts, *High Risk Students, High Schools, Nontraditional Education, Parent Participation, *Program Implementation, School Business Relationship, Social Problems Identifiers—Boston Compact, *Boston Public Schools MA

Document Resumes

This pamphlet summarizes a conference in Boston on May 6, 1986. Its goal was to assess and plan strategies for the dropout problem in the Boston Public Schools. The Boston Compact, the draft plan contained in this document and prepared before the conference, served as the focus for discussion. Educators and administrators from across the country formed work groups to offer suggestions and recommendations for the plan. Some speakers and their topics were the following: (1) welcome addresss, William S. Edgerly; (2) "The Challenge of High-Risk Youth to Boston and the Nation," Julian T. Houston; and (3) "A Dropout Prevention and Reentry Proposal," Laval S. Wilson. The Draft Dropout Plan contained the following elements: (1) a statement of goals to reduce the dropout rate and return dropouts to educational programs; (2) background assumptions that explain the relationship between educational services and the docision to drop out; (3) structural issues recommending changes in the way educational and social services are organize; (4) program innovations for basic education; (5) plans for alternative educational programs; (6) plans for community services related to education; and (7) funding strategies. Recommendations from the work group concentrated on the scope and missing elements of the plan. (VM)

ED 291 811

UD 025 607 ED 291 811 Nativillo. Gory. Ed.
School Dropouts: Patterns and Policies.
Report No.—ISBN-0-8077-2835-7
Pub Date—86
Note—185p.
Available from—Teachers College Press

Report No.—ISBN-0-8077-2835-7
Pub Dates—8-6
Note—185p.
Available from—Teachers College Press, Columbia
University, New York, NY 10027 (\$13.95).
Pub Type—Books (010) — Collected Works - General (020) — Reports - Descriptive (141)
Document Net Available from EDRS.
Descriptor—"Dropout Characteristics, "Dropout Prevention, "Dropout Programs, Dropout Rate, "Dropout Research, High Risk Students, High Schools, "High School Students, Potential Dropouts, "Program Bvaluation, Research Methodology, Research Utilization, Student School Relationship, Urban Schools
Identifiers—High School and Beyond (NCES)
This book collects articles that examine the patterns of dropping out evident among American youth, and the policies developed and implemented to reduce the incidence of dropping out. The following chapters (and their authors) are included: (1) Introduction (G. Natriello); (2) Can We Help Dropouts? Thinking about the Undoable (D. Manni); (3)
Large School Systems' Dropout Reports: An Analysis of Definitions, Procedures and Findings (F. M. Hammack); (4) Standardizing Practice in the Analysis of School Dropouts (G. Morrow); (5) Who Drops Out of High School and Why? Findings from a National Study (R. B. Ekstrom, M. F. Goertz, J. M. Pollack, D. A. Rock); (6) Dropping Out: How Much Do Schools Contribute to the Problem? (G. G. Wehlage, R. A. Rutter); (7) Why Urban Adolescents Drop into and out of Public High School (M. Fine); (8) A Population at Risk: Potential Consequences of Tougher School Standards for Student Dropout (E. L. McDill, G. Natriello, A. M. Pallas); (9) Raising Standards and Reducing Dropout Research Agenda on the Causes and Consequences of Tougher School Standards for Student Dropout (E. L. McDill, G. Natriello, A. M. Pallas, E. L. McDill, A list of notes appears at the end each chapter. A list of contributors is appended. (BIV)

UD 025 661 ED 291 812

ED 291 812

A Blaseprint for Action II, 1987.

National Conference on Educating Black Children, Washington, DC.

Pub Date—May Blueprint for Action II" was developed by the 1987 National Conference on Educating Black Children, For "A Blueprint for Action," see UD 026 037.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Achievement, Black Education, Black Students, Achievement, "Educational Improvement, "Educational Policy, "Equal Education, Parent School Relationship, Parent Student Relationship, "Policy Formation, Principals, School Business Relationship, School Community Relationship, School Community Relationship, School Policy, Student School Relationship, Teacher Administrator Relationship,

Teacher Student Relationship Identifiers—*Empowerment, *Excellence in Edu-

Identifiers—"Empowerment, "Excellence in Education
This document presents a set of action-oriented mandates developed at a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) students, who attend school to become intellectually, socially, and economically productive, and who have the right to the best possible education on a free and equitable basis; (2) teachers, who must maintain high standards of effective teaching to ensure that each black child is provided the opportunity to attain the skills needed to achieve excellence in education; (3) administrators, who should systematically direct their authority and influence over the actions of students, staff, faculty, and parents to the development and implementation of educational programs that shall effectuate the maximum academic growth of each black child; (4) parents, who should understand their rights and responsibilities, become involved in the schools, and take responsibilities, become involved in the schools, and take responsibility for the education of their children; (5) community groups, which should participate more effectively in education black children, and ask the "right" questions to improve local schools and school systems; and (6) policymakers, whose ultimate authority to plan and provide for effective educational policies and programs should be directed to the goals of achieving equity and excellence for black children, activities for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, a list of the institutional funders, and a list of members of the working committee for this document. (BJV)

UD 025 776
Impact of Government Benefit Programs Declines,
Adds to Number of Poor Families.
Center on Budget and Policy Priorities, Washington, DC.
Pub Date—2 Sep 37
Note—13p. ED 291 813 UD 025 776

Pub Date—2 Sep 87

Note—18p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Child Welfare, Economically Disadvantaged, *Family Income, *Federal Programs, Low Income Groups, *Poverty Programs, Public Support, *Retrenchment, Social Problems, Socio-economic Influences, Welfare Recipients, *Welfare Services.

support. "Netentententes, social rivolents, social rivolents, social rivolents, and the fare Services and the Services and the Services and the Census The paper summarizes the results of an analysis of recently issued Census data. Examining the anti-poverty effectiveness of cash and non-cash benefit programs from 1979 to 1986, the analysis focuses on the impacts of those programs on families with children, the group whose poverty rate has risen most rapidly since 1979. The data reveal that government benefit programs now lift a smaller proportion of families with children out of poverty than they did in 1979. One-third of the increase in poverty among families with children since 1979 would not have occurred if government programs had as much impact today in removing families from poverty as the programs did in 1979. Among the factors accounting for the lessened impact of the programs are reductions in federal benefit programs through the early 1980s, the failure of states to increase benefits to keep up with inflation, changes in the economy that may have reduced the earnings of some poor families, and changes in the composition of the poverty population. There has been an underlying trend in the economy in which poor families are growing poorer and falling further below the poverty line. Charts and tables are included which summarize results and contain statistics on antipoverty program effectiveness. (PS)

ED 291 814

UD 025 806

ED 291 814

Beal. Barry B.

A Study To Identify Items on the Iowa Tests of Basic Skills Which Are Associated with Racial or Ethnic Group Membership; To Determine Possible Relationships between Instructional Needs and These Items; and To Develop Recommendation Strategies.

Denver Public Schools, Colo.

Pub Date—Feb 87

Note—41p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alphabetizing Skills, *Basic Skills,

Black Students, Elementary Secondary Education, Hispanic Americans, Language Skills, Literacy, Map Skills, Mathematics Skills, "Minority Group Children, "Racial Differences, Reading Skills, "Scores, Test Blass, Test Interpretation, Test Items, "Test Results, "Vocabulary Skills, White Students
Identifiers—"Iowa Tests of Basic Skills
In spring 1986 Anglo students received higher scores than Blacks or Hispanics on the Iowa Tests of Basic Skills In spring 1986 Anglo students received higher scores than Blacks or Hispanics on the Iowa Tests of Basic Skills (ITBS), on all subtests and at all grade levels in the Denver (Colorado) Public Schools. This study, by attempting to locate patterns of item response, seeks to identify items in the ITBS that suggest differential pupil achievement by racial or ethnic group. Discriminant analyses of items missed on each subtest of the ITBS by members of each ethnic group. Discriminant analyses of items missed on each subtest of the ITBS by members of each ethnic group were done for pupils in grades 1, 2, 5, 7, and 8. The following results were discovered: (1) there is a nonchanne relationship between a pupil's racial or ethnic designation and his or her right-wrong response pattern; (2) knowing nothing more than the pupil's response pattern, one can predict with from 58 to 73 percent accuracy the pupil's racial or ethnic designation; (3) the accuracy of the prediction increases as the age of the pupil increases; (4) the Vocabulary subtest provides the best means to predict whether a pupil is Black, Hispanic, or Anglo; (5) the subtests in Spelling, Capitalization, Punctuation, and Mathematics Computation have the least predictive instructional activity that will improve minority test scores is vocabulary building, with emphasis on nonvernacular, specialized words. Appendices provide data on graphs and tables, and describe the method of analysis. (BJV)

ED 291 815

UD 025 869

Harrington, Diane Beyond the Four Walls: Teacher Professionalism

ED 291 815

Harrington, Diane
Beyond the Four Walls: Teacher Professionalism
in Action.

United Federation of Teachers, New York, N.Y.
Spons Agency—Gould Foundation for Children,
New York, N.Y.
Pub Date—Apr 87
Note—60p.
Pub Type—Reports - Descriptive (141) — Reports
- Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary School Teachers, Elementary Secondary Education, Master Teachers,
*Program Descriptions, *Public School Teachers,
*Percher Effectiveness, *Teacher Education Programs,
*Teacher Administrator Relationship, Teacher
Characteristics, Teacher Education Programs,
*Teacher Effectiveness, *Teacher Evaluation,
Teacher Student Relationship, *Urban Schools,
*Urban Teaching
Identifiers—*Excellence in Education, New York
(New York), Professionalism
In the spring of 1986 the United Federation of
Teachers and taking with staff about what comprises
and influences teacher professionalism. This booklet presents nine case studies that illustrate teacher
professionalism in actual New York City public
school settings. The following schools and programs
were studied: (1) PS 37—Master Teacher Intern Program; (2) Middle College High School; (3) PS
97—Committee of Concerned Educators; (4) Manhaitan Center for Science and Mathematics—Industrial Arts/Technology Education; (5) PS
321—Special Educator Support Program; (6) Aviation High School-Substitute Vocational Assistant
Programs; (7) The Mott Hall School; (8) High
School of Telecommunication Arts and Technology; and (9) IS 113—Project Basics. Most New York
City public school teachers work under conditions
that are far from professional. The following components of teacher professional the following components of teacher professional be followed to teacher's contributions; (6) belief in the value

nd (4) how to involve teachers on the peripher ists of preliminary recommendations and refe Lists of preliminary reco

ED 291 816 UD 025 936

Multiculturalism: Being Canadian.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
Report No.—ISBN-0-662-55550-3

Pub Date—87

Pub Date—87

Note—69p.; Photographs will not reproduce well.

Language—English; French
Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MPDI/PC03 Plus Postage.

Descriptors—Canada Natives, "Civil Liberties,
"Civil Rights Legislation, "Cultural Awareness,
"Cathrard Pluralism, Foreign Countries, Multilingualism, "Public Policy, Social Change, Social Environment."

gualism, "Public Policy, Social Chunge, Social Environment Identifiers—"Canada
This booklet introduces Canada's Multiculturalisms Act which provides for a new government-wide commitment to the principles and policy objectives of multiculturalism. As an essential component of the Canadian identity, multiculturalism has been fundamental to nation building and has allowed Canadians to enjoy the benefits of life in a culturally and racially diverse society. The history of immigration to Canada is reviewed in words and photographs. The aboriginal peoples of the nation are recognized. Canada's involvement with human rights, cultural equity, and bilingualism are traced. Suggestions are given for carrying out the principles and policies of the new Multiculturalism Act in public and private sectors of Canadian endeavors. The text is provided in English and in French. (VM)

UD 025 958 ED 291 817 UD 025 958
Bhesprint for Leadership: The Mission, The Model.
National Alliance of Black School Educators, Inc.,
Washington, DC.
Pub Date—Nov 87
Note—39p.
Available from—National Alliance of Black School
Educators, 2816 Georgia Avenue, N.W., Washington, DC 20001 (36.00 each; \$5.00 each for 100 copies or more). ED 291 817

copies or more).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Black Achievement, *Black Culture, *Black Education, Black Institutions, Black Leadership, Black Students, Magnet Schools, *National Programs, *Program Descriptions, *Program Development, Program Evaluation, School Community Relationship

dentifiers—Empowerment, Excellence in Educa-tion, *National Alliance of Black School Educa-

tors, Partnerships
The National Alliance of Black School Educators, Partnerships
The National Alliance of Black School Educators'
(NABSE) Educational Development Plan (EDP)
was initiated in 1985 as a four-year effort to implement the findings and recommendations of ment the findings and recomment Pian (EDP)
ment the findings and recommendations of
NABSE's report of the Task Force on Black Academic and Cultural Excellence, "Saving the African
American Child" (1984). The EDP has the following major goals: (1) the development of a Demonstration School Project (DSP) to model academic
and cultural excellence for African American learners; (2) the creation of the Charles D. Moody Research and Development Institute on African
American Education for delivery of NABSE program services; and (3) the establishment of a foundation to administer an endowment program
supporting the EDP. The Poets American Education for delivery of NABSE program services; and (3) the establishment of a foundation to administer an endowment program supporting the EDP. The DSP is designed to establish partnerships between NABSE and local school districts desiring to improve academic and cultural excellence for African American learners. Such a partnership between NABSE and a local school should involve all available resources in the community, seek the active participation of parents and other community residents, and encourage students themselves to participate in designing their learning experiences. The NABSE Moody Institute will evaluate, develop, and coordinate programs for the DSP. The Moody Institute will recommend the first NABSE DSP site, which will be selected in 1988. Appendices acknowledge the support of African American entrepreneurs and major educational publishers. A list of task force members and a list of 90 references are included. (BJV)

UD 025 970

157

Benchmarks and Challenges: Third Report of the Governor's Task Force on Adolescent Pregnancy, New York State Council on Children and Familie New York. Pub Date A

36

il.

Governor's Task Force on Adolescent Pregnancy, New York.
Pub Date—Aug 87
Note—50p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Abortions, *Adolescents, *Ancillary School Services, Birth Rate, *Barly Parenthood, Pamily Planning, Family Programs, Females, Health Programs, Housing, Illegitimate Births, Parenting Skills, *Pregnancy, Pregnant Students, *Program Development, Social Support Groups, *Unwed Mothers, Youth Opportunities Identifiers—School Based Clinics
In 1985 over 60,000 adolescents ages 10-19 became pregnant in New York State. Of these, almost 26,000 gave birth and over 33,000 terminated their pregnancies. While the majority of those who became pregnant were 18- and 19-year-olds, 1,700 were aged 10 to 14. Of the total, 39 percent were white, and 39 percent were black or from another ethnic group. This report provides recommendations addressing problems associated with adolescent pregnancy, and examines the implementations of recommendations made by the Governor's Task Porce in previous years. Recommendations are made in the following areas: (1) developing self-sufficiency skills as a consequence of a youth and family development approach; (2) improving the school-to-work transition; (3) creating opportunities for teen parents; (4) enhancing the family support network for adolescent parents; (5) utilizing schools as a hub for services; (6) strengthening multi-service approaches; (7) coordinating existing funding streams to improve housing options for regnant and parenting teens; (8) promoting positive messages through the media; (9) involving the private sector; (10) facilitating responses of local agencies; (11) addressing related policy issues; and (12) assessing current programs and services. Individual statements on school-based clinics are appended, and a list of references is included. (BJV)

UD 026 011

Simms, Margaret C. And Others

Policy Discussion Papers Prepared for the National Policy Institute (5th, Washington, D.C., January 20-23, 1983).

Joint Center for Political Studies, Washington, D.C.

ub Date-20 Jan 88

Joint Center for Political Studies, Washington, D.C. Pub Date—20 Jan 88

Note—60p.— Joint Center for Political Studies, Inc., 1301 Pennsylvania Avenue, N.W., Suite 400, Washington, DC 20004 (free while supply lasta). Pub Type— Collected Works - Proceedings (021) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Blacks, Black Youth, Civil Rights, Criminals, "Edonomic Status, Educational Change, "Educational Improvement, "Pinancial Policy, Health Needs, Older Adults, "Policy Formation, "Public Policy
The gathering reported in this document provided an opportunity for black elected and appointed officials to join in framing the discussions and debates which will be engaging the attention of the nation in this election year. The papers are written on timely issues that are critical to black Americans and that urgently need to be brought to the attention of candidates for public office, political parties, and those who influence public policy. Recommendations are presented in terms of programs, financial support, legislation, and policy. The special needs for youth and the aged are addressed. The paper topics and suthors are the following: (1) Economic Policy (Margaret C. Simmus); (2) Calidren and Our Nation's Puture (Barbars Savage); (3) The "Education Excellence Agenda" (Kent McGuire); (4) Civil Rights (Frank R. Parker); (5) Income and the Black Aged (Samuel J. Simmons); (6) Long-Term Care (Samuel J. Simmons); and (7) Criminal Justice (Clyde E. Murphy). (VM)

ED 291 820

Bossone, Richard M., Ed. Polishcok, Irwin H., Ed.
Restructuring the Schools. Proceedings: Conference of the University/Urban Schools National
Task Force (9th, Nashville, Tennessee, November 6.7, 1987). ber 6-7, 1967). City Univ. of New York, N.Y. Graduate School and Univ. Center.

Univ. Center Pub Date—88

Note—111p. Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF61/PC05 Plus Postage.

Descriptors—Cooperative Programs, "Curriculum, Dropout Prevention, - Educational Change, "Educational Responsibility, "Educational Strategies, Educational Trends, Elementary Secondary Education, Leadership, Program Development, Program Implementation, "School Effectiveness, Urban Education
These proceedings from a conference on restructuring the schools present a variety of perspectives for instituting educational change. Consideration of the theme allowed a review of the failures of educational reform, and a survey of current trends. There was a call for less rhetoric and more attention to comprehensive insights and plans that will bring about the needed change. The papers and authors are the following: (1) "Children Are Our Best Investment" (Owen Butler); (2) "Urban Education and the Nation's Puture" (Ernest Boyer); (3) "Leadership for School Restructuring" (Frank Newman); (4) "Restructuring the Education System: Agenda for the 90's" (Michael Cohen); (3) "Restructuring the Schools: A Plan for New York City" (Leon Coldstein); (6) "The Detroit Dropout Prevention Collaborative" (Arthur Jefferson); (7) "The Mempis Dropout Prevention Collaborative" (Arthur Jefferson); (7) "The Mempis Dropout Prevention Collaborative" (Willie Herenton); (8) "Restructuring the Curriculum" (Diane Berreth; (9) "Restructuring Echools: Ghools (Holly Houston); (10) "The Cooperative Elementary School" (Robert Slavin); (11) "A Strategy for Restructuring Schools: School Renewal" (Faul Heckman); (12) "The Potential of Teacher Professionalism: Conditions and Implications" (Judy Johnston); (13) "Restructuring Schools To Facilitate Teacher Learning" (Willis Hawley); and (14) "Summation" (Sol Hurwitz). (VM)

UD 026 014

McMullan, Bernard J. Snyder, Phyllis
Allies in Education. Schools and Businesses Working Together for At-Risk Youth. Summary and Conclusions.
Public/Private Ventures, Philadelphia, PA.

Pub Date-

hub Date—87 lote—21p.; For volumes I and II, see UD 026 015-016.

Pub Date—87
Note—21p;: For volumes I and II, see UD 026
015-016.

Available from—The Communications Department, Public/Private Ventures, 399 Market St.,
Philadelphia, PA 19106.
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Advocacy, Basic Business Education, Business Skills, *Cooperation, Disadvantaged, Educational Improvement, *Educational Opportunities, Employment Potential, High Risk Students, *Nonschool Educational Programs, *School Business Relationship, Secondary Education, *Student Employment, Urban Education
There is a growing national movement in which schools and businesses have become allies in efforts to improve education. Many school-business partnerships focus on disadvantaged youth in urban sreas. Three popular models for these collaborations are the following: (1) the pairing of a business with a single school; (2) collaborative efforts that focus on entire educational systems; and (3) collaborations intended to increase employability through the provision of special classes and/or part-time jobs. Nine programs were studied in order to ascersain their efficacy in improving the chances of success for at risk youth. The components, population, and type of collaboration are presented for each programs. The major findings are the following: (1) the programs provide youth with experiences which show the link between schooling and employment; (2) while some programs exist in name only and others merely serve public relations functions, many are rigorous and intensive; (3) personal growth and employability have increased for participants; (4) many schools have been improved physically, academically, and affectively; and (5) the programs have become catalysts for educational change. (VM)

UD 026 015 ED 291 822

ED 291 822

McMullan, Bernard J. Snyder, Phyllis
Allies in Education. Schools and Businesses Working Together for At-Risk Youth. Volume I: Findings from the National Assessment.
Public/Private Ventures, Philadelphia, PA
Pub Date—87
Note—90p.; For volume II, see UD 026 016. For summary and conclusions, see UD 026 016. Available from—The Communications Department, Public/Private Ventures, 399 Market St.,

Philadelphia, PA 19106.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Business, Dropout Prevention, Educational Change, "Educationally Disadvantaged, "Educational Opportunities, Entry Workers, High Achievement, "High Risk Students, Low Achievement, Worale, "Program Effectiveness, "School Business Relationship, School Effectiveness, Secondary Education Identifiers—"Partnerships
The results of a study of school/business partnerships is reported. This privately funded national study was an assessment of collaborations attempting to increase the effectiveness of public schools. Qualitative research techniques were employed to study the components and structures of the programs and to assess student outcomes. The following discussions are presented: (1) introduction to the assessment; (2) the context of school/business collaborations; (3) what they do and whom they serve; (4) how they do it; (5) program effects; and (6) conclusions. In general, the programs showed strong potential for addressing educational reform and serving at risk youth. The increased scrutiny that businesses bring to schools seems to generate better attention to critical needs and new strategies for improving educational performance. Some of the best programs provide the students with experiences that ease the transition from school to the knowledge that such programs are limited in what they can do. Measurable positive changes in academic achievement due to these programs have yet to be documented. A 43-item list of references included. (VM)

UD 026 016

Collaboration Profiles.

Public/Private Ventures, Philadelphia, PA.

Pub Date—87

Note—308p.; For volume I, see UD 026 015. For summary and conclusions, see UD 026 014.

Available from—The Communications Department, Public/Private Ventures, 399 Market St., Philadelphia, PA 19106.

Pub Type—Reports - Research (143) — Reports—Descriptive (141)

EDRS Price—MPDI Plus Postage. PC Not Available from EDRS.

Descriptors—Business, Educational Change, *Educationally Disadvantaged, *High Risk Students, Nontraditional Education, Program Costs, Program Development, Program Effectiveness, *School Business Relationship, *School Effectiveness, Secondary Education, Student Participation.

tiveness, Secondary Education, Student Participation
Identifiers—*Partnerships
This document contains profiles of nine school/business collaboration efforts around the country.
The profiles are the result of direct field studies of the programs conducted in 1985-86 and part of a three-year project on school business partnerships that focused on the nature of the school/business relationship and the types of youth being served.
The following three types of programs are presented: (1) programs directed at individual students; (2) initiatives directed at individual schools; and (3) collaborations whose activities are directed at school districts or systems. Most of these programs are for youth who are educationally or socially at risk. Each profile contains the following information: (1) introduction and overview; (2) context and history; (3) program administrating; (4) key features and components; (5) youth group served; (6) outcomes; and (7) conclusions and recommendations. For each program a name and address is given to obtain further information. An 18-item bibliography is included. (VM)

ED 291 824 AKIN, James P.
Improving Minority Performance on Standardized
Tests.

exandria City Schools, Va.

Alexandria City Schools, Va.
Pub Date—Sep 87
Note—S2p.
Pub Type— Reports - Research (143)
EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—Basic Skilla, *Black Achievement,
*Black Students, Compensatory Education, *Ed-

ucational Improvement, Elementary Secondary Education, Ethnic Groups, Low Achievement, Management Development, School Effectiveness, "Scores, "Standardized Tests Identifiers—"Alexandria City Public Schools VA This paper summarizes the steps taken during the 1983-1986 school year to improve performance by Black students on standardized tests in the Alexandria City (Virginia) Public Schools. In spring 1985, the test results for Blacks were lower than for Hispanics, Whites, and Asians. During the summer of 1985 a plan was devised to improve minority achievement. Principals and other administrators were trained to institute special programs for the fall. Some of the programs were the following: (1) a writing and reading program for kindergarten and grade one; (2) instructional sides for grade one; (3) ianguage experience and manipulative math programs for elementary students; (4) study skills courses for grades six and ten; and (5) parent education programs. In 1986 the scores for Blacks showed some improvement in all but two grades, but there was statistical evidence that the rise in scores was not stributable to the programs. Of continuing concern is the widening gap between scores of Blacks and those of other students. Future plans include computerizing the test score data and a required course in test-taking. Statistical data are presented in tables and charts. (VM)

The New Reductions in Low Income Programs in FY 1968. UD 026 019

Center on Budget and Policy Priorities, Washington, DC.
Pub Date—Jan 88

ton, DC.
Pub Date—Jan 88
Note—IIp.
Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MFBI/PC01 Ph. Postage.
Descriptors—"Budgeting, Disadvantaged, Eligibility, "Family Programs, "Federal Aid, Financial Support, Low Income, "Poverty, Programs, "Public Policy, Retrenchment, Welfare Recipients, "Welfare Services
An analysis of fiscal year 1988 funding levels shows that there will be many cuts in programs for the poor. The programs which will be affected the most are those which pay heating bills for poor households, those which provide emergency food and shelter for the homeless, and those which provide housing assistance for low income elderly and handicapped people. Some of these categories have been cut in half since 1981. Originally the budget resolution had called for funding at 1987 levels plus inflation, but when Congress and the White House negotiated the deficit reduction package funding for here programs was reduced. A few programs, such as supplemental food programs and compensatory education programs have received increases, but many of these programs currently reach only about 40 percent of those eligible for them. Budget increases in some categories will be offset by cuts in the funding to agencies which provide the services. Funding levels and changes in funding for low income programs are presented in three tables. (VM)

ED 291 826

Welfare Reform. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundreld Comgress, First Sessien (January 28, February 19, March 4, 6, 10, 11, and 13, 1987).
Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
Pub Date—87
Note—695pt, Serial 100-14.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—Budgeting, Disadvantaged, Disadvantaged Youth, Financial Needs, Hearings, "Living Standards, "Public Policy, "Retrenchment, Unemployment, "Welfare Recipients, "Welfare Services Identifiers—Access to Health Care, Congress Identifiers—Access to Health Care, Congress 1000th, Self Sufficiency, Social Policy, Workfare The hearings reported in this document focused on the need to reform the welfare system and the effects those reforms could have on welfare recipients. Issues addressed by the subcommittee members and the witnesses were the following: (1) why ED 291 826 UD 026 020

do one-fifth of the nation's children live in poverty in spite of welfare programs; (2) can the demonstration projects, such as wortfare, gain widespread acceptance and success; (3) can health benefits improve and continue for those who move from the welfare rolls into jobs; (4) can a minimum standard of living be assured, especially in the wake of housing shortages; (5) how will self-sufficiency be achieved by dropouts and teenage parents; (6) can adequate child care services be assured; (7) how can the chronically unemployed people be motivated; (8) what will prevent inflation from recreating the present welfare situation; (9) what methods can be used to motivate the business sector to aid in this effort; (10) what can be done to enforce laws which assure equal access to jobs and education; and (11) what models are useful in preventing poverty in future generations. (VM) do one-fifth of the nation's children live in poverty

UD 026 021 ED 291 827 Children at Risk: The Work of the States. Council of Chief State School Officers, Washington,

Pub Date-

Pub Date—87
Note—17p.
Note—17p.
Note—17p.
Available from—Resource Center on Educational
Equity, Council of Chief State School Officers,
400 N. Capitol St., N. W., Suite 379, Washington,
DC 20001 (32.00).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cultural Awareness, Demography,
Dropouts, Early Childhood Education, Educational Improvement, *Educational Strategies, leementary Secondary Education, *Enrichment
Activities, Family Life Education, *High Risk
Students, *Minority Group Children, *Program
Effectiveness, State Aid, Success, Urban Education, of the Council of

Students, "Minority Group Children, "Program Effectiveness, State Aid, Success, Urban Education," Youth
This study of a triak youth and children highlights the states' interest in this problem, sparked by changing demographies, new state educational reform policies, the concerns of business and industry, and increasing national awareness. The nature of at-risk youth is examined and the obstacles to meeting their needs are discussed. Findings are presented from surveys of the education agencies of all 50 states, the District of Columbia, Guam, and the Virgin Islands; and of the directors of 69 programs in the state of the control of the state and territories. Numerous strategies and program components are revealed in profiles of successful programs. Among the far-reaching recommended goals and activities are the following: (1) establish high quality educational programs for children from preschool to second grade; (2) provide a challenging curriculum; (3) provide alternative programs; (4) provide all students with skills training to promote employability; (5) assure an integrated school initiated community-home support system; (6) develop curricula and instructional techniques that will enhance diverse cultural understanding; (7) promote the need for staff who reflect the cultures of the students; (8) improve teacher pre-service and in-service training; (9) initiate appropriate data collection systems; (10) provide services for pregnant and parenting teenagers; and (11) develop public education campaigns about the consequences of being at risk. (VM)

ED 291 828 UD 026 022 bolishing Poverty among Older Americans. Hearing before the Select Committee on Aging. House of Representates, One Hundredth Con-gress, First Session.

House of Representates, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-637
Pub Date—18 Jul 87
Note—76p.; Portions contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MPBI/PCD4 Plus Postage.
Descriptors—Blacks, Budgeting, Disabilities, Eligibility, Federal Aid, Females, Health Needs, Health Services, Hearings, *Living Standards, *Older Adults, *Poverty, *Public Policy, Welfare Services

Services
Services to Health Care, *Social Security, "Supplemental Security Income Program At this hearing on abolishing poverty among older mericans, 11 witnesses testified regarding the ceds of elderly and disabled Americans. Of particular concern was the efficacy of Social Security and Supplemental Security Income as programs to reduce poverty and the special concerns of elderly blacks. Most witnesses spoke about the negative effects of policies and budget levels created during the Reagan administration. Other issues of concern were the following: (1) fairer tax laws for the elderly and disabled; (2) liberalizing public assistance eligibility requirements; (3) improving health benefits and health care services; (4) special needs of elderly people who live alone; (5) how welfare reform may affect the elderly; (6) special needs of non-English speaking elderly; (7) programs and agencies which have been successful advocates for elderly concerns; (8) the cost and availability of housing; and (9) special concerns of elderly females. (VM) ar concern was the efficacy of Social Security and

UD 026 023 ED 291 829

Bode, Maryjean
Chapter 2 Evaluation Report for 1984-85 & 1985-86.
Wisconsin State Dept. of Public Instruction, Madi-

son. Pub Date--Jul 87

Pub Date—Jul 87

Note—104p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors— *Compensatory Education, Early Childhood Education, *Educational Finance, Elementary Secondary Education, *Federal Aid, Program Costs, Program Development, *Program Evaluation, Program Proposals, School Support Identifiers— *Education Consolidation Improvement Act Chapter 2, Wisconsin Department of Public Instruction
The Chapter 2 (Educational Block Grant) program of the Education Consolidation and Improvement Act (ECIA), which became effective on July 1, 1982, aims to improve elementary and secondary education (including pre-achool education) for children attending both public and private schools. Two major goals are the following: (1) to provide flexibility for the use of monies in accordance with specific educational needs; and (2) to greatly reduce the administrative and paperwork burden imposed upon the schools. This report, presented in two parts, evaluates the use of Chapter 2 funds in Wisconsin during the academic years 1984-85 and 1985-86, respectively. Each part contains the following sections: (1) State Level Funds; (2) Five Percent State Level Discretionary Projects; (3) State Advisory Committee Report; and (4) Chapter 2 LEA (Local Educational Agencies) Evaluation Survey Results. Data covering allotments per student and program costs are presented on 13 tables. (BJV)

ED 291 830 UD 026 025
S. 373. A Bill to Reauthorize the Program of
Finance Assistance to Meet Special Educational
Needs of Disadvantaged Children, and to Reauthorize Chapter 2 of the Education Consolidation
and Improvement Act of 1981, through Fiscal
Year 1993. Reported with an Amendment. 100th
Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate.
Report No.—Senate-R-100-222
Pub Date—19 Nov 87
Note—442p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

Pub Date—19 Nov 87
Note—442p.
Pub Type— Legal/Legislative/Regulatory Materials (930)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Academically Gifted, American Indians, "Compensatory Education, "Disadvantaged Youth, "Educational Finance, "Educational Improvement, Elementary Secondary Education, Equalization Aid, "Federal Programs, Government School Relationship, Hawaiians, High Risk Students, Low Income Groups, Migrant Children, Minority Group Children, Private School Aid Identifiers—Education Consolidation Improvement Act 1981, Education Consolidation Improvement Act Chapter 1, "Education Consolidation Improvement Act Chapter 2, "Proposed Legislation This document provides the text of Senate bill S. 373, reauthorizing the program of finance assistance to meet the special education needs of children of low-income families, children of migrant parents, Indian children, and handicapped, neglected, and delinquent children. Allocations and programs requirements for the following types of programs are described: (1) basic programs operated by local education agencies; (2) programs operated by local education agencies; (2) programs operated by state RIE JUL 1988

agencies. Title I, Chapter 2 of S. 373 reauthorizes Chapter 2 of the Education Consolidation and Im-provement Act of 1981, which funds state, local and Chapter 2 of the Education Consolidation and Improvement Act of 1981, which funds state, local and national programs for elementary and secondary education improvement, through fiscal year 1993. Tite II authorizes the following special programs for innovation in education: (1) Even Start Act; (2) Effective Schools Programs; (3) Women's Educational Equity Act; (4) Jacob K. Javits Gifted and Talented Students Education Act of 1987; (5) Family-School Partnership Act; (6) Allen J. Ellender Fellowship Program; (7) Territorisl Assistance Programs; (8) Parental Choice Open Enrollment Demonstration Program in Public Schools; (9) Rural Education Opportunities; and (10) Secretary's Fund for Innovation in Education. Title III authorizes magnet schools assistance. Title IVI approves the Adult Education Reauthorization Act of 1987. Title VI approves the Education for Economic Security Act of 1987. Title VII approves the National Assessment of Education Programs Improvement Act. Title X authorizes education programs for native Hawaiians. Title XI determines general provisions. (BJV)

ED 291 831

UD 026 027

Coules, Jeannie
Improving Inner-City Schools: Carrent Directions
in Urhan District Reform.
Center for Policy Research in Education.
Report No.—Rand/JNE-02
Pub Date—Oct 87
Grant—OERI-6-86-0011

Report No.—Rand/JNE-02
Pub Date—Oct 87
Grant—ORI-6-86-0011
Note—81p.
Available from—Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PO34 Piss Postage.
Descriptors—"Disadvantaged Schools, Disadvantaged Youth, "Educational Excilities Improvement, "Educational Improvement, Elementary Secondary Education, Government School Relationship, High Risk Students, Nontraditional Education, "Program Effectiveness, "Program Evaluation, Public Policy, Urban Education, "Urban Schools Identifiers—Partnerships Increasing concern about the overall quality of America's schools has altered federal and state education policy priorities. This shift has resulted in a reduction of federal support, an increase in state-level initiatives, and development of new policies aimed more toward improving the education system generally than toward solving the problems of the most disadvantaged urban schools, which serve poor, minority, and son-English-speaking imagnant children. Through telephone interviews with urban school district administrators and a review of the literature, five types of reforms currently being widely implemented in urban districts were identified; (1) efforts to increase the "effectiveness" of schools, curricula, and instruction; (2) alternative delivery systems; (3) early childhood programs; (4) social supports; and (5) cooperative partnerships. This document analyzes the effectiveness of these in the most troubled urban schools and helping low-income and minority students break their patterns of low achievement, dropping out, and joblessness. The most promising strategies for helping inner-city students are those that will accomplish the following: (1) build capacity at local school aites; (2) provide school autonomy and flexibility in designing and implementing improvement plans; (3) take a broad view of curriculum and instruction; (4) provide real-life incentives for urban students to schieve at school; a

UD 026 028 Metropolitan Collaboration.

astitute for Educational Leadership, Washington,

Spons Agency—Danforth Foundation, St. Louis,

Pub Date-Mar 86 Note-70p. Pub Type- Reports - Evaluative (142) EDRS Price - MF01/PC03 Plus Postage

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Community Cooperation, Acoperation, "Cooperation Programs, "Human Resources, "Institutional Cooperation, Participative Decision Making, Programs, "Participative Decision Making, Program Design, Social Planning, Urban Areas, "Urban Indigual (Indianapolis), Kentucky (Louisville), Massachusetts (Boston), Minemesota (Minneapolis), Missouri (Saint Louis), Oregon (Portland), "Partnerships

The Metro Link project supported and studied the process of collaboration for human resource development in American metropolitan areas. The project was conducted in 1984 and 1985 in the following eight metropolitan areas: Atlanta, Georgia, Boston, Massachusetts, Hartford, Connecticut; Indianapolis, Indiana; Louisville, Kentucky; Minneapolis, Minnesota; Saint Louis, Missouri; and Portland, Oregon. The study documentation indicated that: (1) successful collaboration to overcome longstanding systemic problems in human resource development can be achieved; (2) there appear to be five stages in the development of collaboration; (3) different elements of leadership, history, and levels of commitment combine to determine the nature of collaborative alliances; (4) 12 themes apparently characterize collaborative reforts. The 5 phases and 12 themes of the collaborative process are discussed at length in the body of the report. Metro Link also achieved the following specific outcomes in each site: (1) a coordinator trained in assessing and gathering information about a metropolitan area; (2) a cadre of leaders who understand the complexities of metropolitan area; and panong labor organizations, governmental agencies and individuals; (4) a specific, publicly visible example of results gained from cooperative efforts; and (5) a small national network capable of disseminating experiences gained from cooperative efforts; and (5) a small national network capable of disseminating experiences gained from cooperative efforts; and (5) a small national network capable of disseminati

ED 291 833 UD 026 029 Baltimore City Public Schools Resource Manual.
Baltimore City Public Schools, Md.
Pub Date—May 87
Note—355—

Baltimore City Public Schools, Md.
Pub Date—May 87
Note—355p.
Pub Type—Cuides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MP01/PC15 Plus Postage.
Descriptor—Adult Programs, Child Abuse,
Church Programs, *Community Programs, *Consultation Programs, *Community Programs, *Consultation Programs, Beenentary Secondary Education, *Guidance Programs, Job Training,
Nonschool Educational Programs, Poverty Programs, *Social Services
Identifiers—*Baltimore City Public Schools MD
This resource manual prepared for the Baltimore
City Public Schools describes local programs that
provide services in the following areas: (1) child and
sexual abuse; (2) counseling; (3) deducation and careers; (4) employment and training; (5) health; (6)
housing; (7) parenting and child care; (8) recreation;
(9) runaways and homeless; (10) teen pregnancy;
(11) Baltimore City Public Schools; and (12) miscellaneous. In addition to a description of the program,
each listing includes information on: (1) ages serviced; (2) target population; (3) intake requirements; and (4) cost of service. Cross-referenced
descriptors for each listing are provided. The address, phone number, hours of service, and the name
of the director and a contact person at each program
are also provided. (BIV)

ED 291 834

Failure and Fraud in Civil Rights Enforcement by the Department of Education. Twenty-Second Report by the Committee on Government Operations Together with Separate and Additional Views. 100th Congress, 1st Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Report No.—House-R-100-334

Pub Date—2 Oct 87

Note—52p. UD 026 030 Note—52p. Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Black Students, *Civil Rights, Compliance (Legal), Desegregation Plans, Elementar, Secondary Education, Enrollment, *Failure *Federal Regulation, Higher Education, *Lav

"Federal Regulation, Higher Education, "Law Enforcement Identifiers—"Department of Education, "Fraud Failure and fraud in civil rights enforcement by the Department of Education are reported. Investigation and enforcement of the law is the duty of the department's Office for Civil Rights (OCR), which has not followed procedural guidelines for these duties. Complaint cases have accumulated without resolution and few attempts have been made to withdraw federal monies from states and agencies which are not in compliance. Desegregation plans in school districts and institutions of higher education have been disregarded, causing a retrenchment in black enrollment and the number of black graduates. Efforts have been made to backdate some civil rights documents, improperty close discrimination investigations, and provide false information to a federal court. The Committee on Government Operations recommends that the OCR investigate these infractions thoroughly. Opposing views are presented by a group of 13 Representatives who believe that the work of the OCR is not as delinquent as has been suggested. The following issues are raised in support of the OCR: (1) there is a tremendous amount of material the OCR must review before making determinations; (2) failure to achieve a desegregation goal is not sufficient evidence of a violation; (3) OCR has taken corrective measures in the cases of back dating; and (4) OCR is not part of a scheme to mislead the court. (VM)

UD 026 031

is not part of a scheme to mislead the court. (VM)

ED 291 835

Karveit, Nancy

Effective Kindergartes Programs and Practices for
Students at Risk. Report No. 21.

Center for Research on Elementary and Middle
Schools, Baltimore, MD.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Grant—OERI-G-90006

Note—49p.
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Early Childhood Education, Early
Experience, "Educational Strategies, "High Risk
Students, "Kindergarten, "Program Effectiveness,
Program Length, "Readiness, Student Promotion,
Underachievement
This evaluation report examines research on kindergarten programs and practices for children who
are at risk of school failure. Programs which present
evidence of positive effects and which can be replicated at other sites are identified and discussed. A
proposal is made for the development of a data base
which gathers information on instruction practices
across sites so that their efficacy can be evaluated
accurately. Factors such as the background of the
students and their socioeconomic status can be held
constant or disaggregated to discover the most successful strategies for different populations. The following kindergarten issues are presented: (1)
preparation for first grade; (2) schedules and activities; and (3) what to do when students are unsuccessful. Three approaches to the problem are
considered: repetition of the kindergarten program;
extending the kindergarten day; and delivery of a
specialized curriculum. Effects of each of these approaches are discussed, with the third approach—use
of alternative programs of instruction individualized
according the kindergarten day; and delivery of a
specialized curriculum. Effects of each of these approaches are discussed, with the third approach—use
of alternative programs of instruction individualized
according the kindergrant pay; and delivery of a
specialized curriculum Effects of each of these approaches

ED 291 836

Meissner, Doris M. Papademetriou, Demetrious G.
The Legalization Countdown: A Third-Quarter
Assessment. Denver Public Schools, CO. Dept. of Planning, Research, and Development.
Pub Date—Feb 88

Note—188p. Available from—Carnegie Endowment for Interna-

tional Peace, 11 Dupont Circle, N.W., Washington, DC 20036 (35.00).
Pub Type—Reports - Evaluative (142).
Pub Postaga.
Descriptors—'Eligibility, 'Federal Legislation, 'Federal Reguistion, Public Policy, 'Undocumented Immigration and Naturalization Service, 'Immigration Law
The lumnigration Law
The lumnigration Control and Reform Act of 1986 (IRCA) gives undocumented aliens a chance to be granted legal immigration status. This document is the third quarter assessment of the Act, which ends its application period on May 4, 1988. The overall finding is that the legalization program requires major policy intervention before it is over or the chance to bring order to the immigration structure will be lost. More specific findings and recommendations include the following: (1) the public information effort has been insadequate and should be enhanced by a broad-based partnership of public and private information services; (2) adjustments in the regulatory policy have removed some barriers to eligibility but family members must be assured that each case will be judged sympathetically on its own merits; (3) the application process is efficient, and timely final decisions must be the highest priority; (4) some assistance organizations are operating well, others that have experienced mistrust must receive more support from the Immigration and Naturalization Service; (5) since the exact number of eligible persons is not known, the success of the program should not be judged by numbers; and (6) special arrangements may have to be made if there is a surge of applications just before the deadline. (VM)

ED 291 837 UD 026 035

port to the State Board of Education of Florida, 986-1987, by the Advisory Committee on the ducation of Blacks in Florida. rida State Board of Education, Tallahassee. Pub Date-87

Pub Date—\$7

Note—19p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MFBI/POBI Pius Postage.
Descriptors—Academic Achievement, *Black Education, Black Family, *Black Students, Black Education, Black Family, *Black Students, Black Cachers, Community Colleges, Dropout Rate, *Educational Improvement, *Educational Policy, Elementary Secondary Education, *Egual Education, Postsecondary Education, *Policy, Socioeconomic Status, Special Programs, Student Financial Aid, Teacher Education, Test Validity, Track System (Education)
Identifiers—*Florida

This document presents the results of a study on

Financial Aid, Teacher Education, Test Validity, Track System (Education) Identifiers—Florids
This document presents the results of a study on the socio-economic and educational status of blacks in Florida. Data are presented in the following areas: (1) black family demographics; (2) employment status and income; (3) test standards, performance and student tracking; (4) high school promotion, dropout and graduation rates; (5) special program participation; (6) school discipline disparities; (7) delivery of instruction; (8) teacher education; (9) college entry, enrollment patterns, and curriculum choices; (10) community colleges; and (11) financial sid. Among the conclusions and recommendations are the following: (1) the number of school age blacks is increasing; (2) the black usemployment rate continues to soar, and blacks are clustered in lower paying jobs; (3) black academic achievement in standardized tests is lower than that of whites; (4) there is a high dropout rate among blacks; (5) blacks are disproportionately in special programs; (6) blacks are more likely than whites to receive harsh school punishment; (7) consideration should be given to the learning styles of students with varying socio-economic backgrounds and experiences; (8) tescher education programs should recruit and produce more black teachers, principals and guidance counselors; (9) the number of blacks enrolling in community colleges has declined significantly; and (11) financial aid to black students has decreased while aid to white students has decreased. BJV

ED 291 838 UD 026 036 High School Graduate Follow-up Report. Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date—88
Note—66p.; Appendices contain small, light type.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MFDI/PCB Plus Postage.
Descriptors—Academic Achievement, "Career Choice, "Employment Patterns, "High School Graduates, High Schools, Minority Group Children, "Peststecondary Education, Private Schools, Public Schools, "Racial Differences, Sex Differences, Vocational High Schools, White Students Identifiers—"Connecticut
This report covers the October 1985 educational and career postsecondary activities of the June 1985 graduates from 146 Connecticut local public high schools, and 92 sonpublic high schools; and 192 sonpublic high schools; and 192 sonpublic high schools; and 192 sonpublic high schools (RVTS). The number of Connecticut high school (RVTS). The number of Connecticut high school graduates declined from June 1984 to June 1985, while the percentage continuing in education was the highest ever. Correspondingly, there was a decrease in the percentage of graduates beginning careers. Minority representation among graduates in 1985, but there were substantial disparities in postsecondary education and career activities by race. The following are highlights from this report: (1) there were 41,998 Connecticut high school graduates in 1985; (2) in 1985, 4,068 people were awarded General Educational Development diplomas; (3) of the total number of local public high school graduates were minorities; (4) 6.9 percent of monpublic school graduates were minorities; (5) 6.8 percent of white graduates; (7) a greater number of minority graduates were minorities; (6) 6.9 percent of minority graduates were minorities; (6) 6.9 percent of minority graduates were unemployed, compared to 1.4 percent of white graduates; (7) a greater number of minority graduates were minorities; (6) 6.9 percent of minority graduates were unemployed, compared to 1.4 percent of white graduates; (7) a greater number of minority graduates are presented on 18 tables and figures. Seven appendices present sum

ED 291 839 UD 026 037

ED 291 839

UD 026 037

A Blueprint for Action.

National Conference on Educating Black Children, Washington, DC.

Pub Date—Sep 86

Note—9p.; "A Blueprint for Action" was developed by the 1986 National Conference on Educating Black Children. For 1987 proceedings that resulted in "Blueprint for Action II," see UD 025 661.

661.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Black Achievement, Black Community, *Black Education, Black Students, Black Teachers, *Educational Improvement, *Educational Policy, *Equal Education, Parent School Relationship, *Policy Formation, Principals, School Business Relationship, School Community Relationship, *Policy Formation, Principals, School Business Relationship, School Community Relationship, Teacher Administrator Relationship, Teacher Student Relationship, Teacher Student Relationship Identifiers—*Empowerment, *Excellence in Education

cation
This document presents a set of action-oriented mandates resulting from a conference of black national and grassroots organizations and associations to discuss ways to improve the education of black children. The mandates cover the following major issue areas: (1) school administrators; (2) teachers; (3) parents; (4) students; and (5) policy-makers. Strategies for implementing the mandates are suggested. Appended are a list of the sponsors of the National Conference on Educating Black Children, which developed the mandates; and a list of institutional funders. (BJV)

ED 291 840 UD 026 038 Civil Rights Enforcement By the Department of Education. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session.

gress, First Session.
Congress of the U. S., Washington, D. C. House
Committee on Government Operations.
Pub Date—23 Apr 87
Note—403a.

-Superintendent of Documents,

Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Black Colleges, Black Employment, Black Students, "Cyll Rights, "Compliance (Legal), "Court Litigation, Elementary Secondary Education, "Equal Education, Pederal Legislation, Higher Education, Law Enforcement Identifiers—"Department of Education
This transcript from hearings before the House Committee on Government Operations focuses on civil rights enforcement at State colleges and universities by the Department of Education. The questions and testimony centered around the following questions: (1) why had the department delayed enforcement in cases where violations of civil rights were found; (2) why had the department circumvented the Adams order, which outlines enforcement guidelines; (3) why were some cases referred to the Department of Justice, which took no action; (4) why is the Department's Office of Civil Rights (OCR) now using good faith criteria to measure desegregation efforts rather than actual accomplishments; and (5) why has the OCR taken no action in 10 states whose court-ordered desegregation plans expired a year ago. Statements and testimony allesments; and (5) why has the OCR taken no action in 10 states whose court-ordered desegregation plans expired a year ago. Statements and testimony alleging the unlawful actions of the department were given by witnesses representing organizations such as the National Association for the Advancement of Colored People and the National Women's Law Center. Many of the inquiries and statements reveal a coverup effort in which the dates were changed on complaints and investigations to make it appear that the OCR was fulfilling its mandates. Representatives from the Department testified that although some of the allegations were true, each case had a plausible explanation and was a minor break from policy or practice. They stated that there was no systemic effort to circumvent the law or the duties of the OCR. (VM) of the OCR. (VM)

ED 291 841 UD 026 039

ED 291 841

Alexander, Karl L. And Others
School Performance, Status Relations, and the
Structure of Sentiment: Bringing the Teacher
Back In. Report No. 9.
Center for Research on Elementary and Middle
Schools, Baltimore, MD.
Spons Agency—Grant (W.T.) Foundation, New
York, N.Y.; Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Feb 87
Grant—NICHD-1-R01-HD16302; OERI-G-86-

0006
Note—51p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Academic Achievement, "Elementary School Teachers, Expectation, Grade 1, Low
Income Groups, Primary Education, Scores, "Social Bias, Social Cognition, "Socioeconomic Status, "Teacher Attitudes, Teacher Background,
Teacher Behavior, Teacher Influence, "Teacher
Student Relationship, Test Results, Urban Education

Student Relationship, Test Results, Urban Education
Previous research has failed to support the widely
held assumption that the academic difficulties experienced by many minority and low socioeconomic
status youth are due to their "outsider" standing
vis-a-vis the middle class culture thought to govern
the social relations of schooling. This analysis suggests that this proposition errs in exaggerating the
extent of cultural hegemony in the way schools
work. Examination of data on the first grade experiences of a diverse sample of 825 urban public school
children demonstrates that not all teachers are
equally given to status-related biases. In particular,
teachers' own social origins exercise a strong influence on how they react to the status attributes of
their students. Especially striking are the disadvantages accruing to the low status pupils of high status
teachers: their teachers hold to different behavior
standards than their parents, consider the pupils to
be less mature, hold lower performance expectations for them, and score exceptionally low on a
measure of perceived school climate. Year-end
marks and standardized test scores of low status
students are depressed by these indicators of
pupil-teacher social distance and teacher disaffection. A model of pupil-teacher "congruence" or
"fit" is proposed as an alternative to the cultural
hegemony framework, and the implications of such
"fit" for the interpersonal dynamics of the classroom are discussed. Data are presented on four ta-

bles. A list of 45 references is included. (Author/BJV)

UD 026 041 Foster, Frances Smith
Ethnic Children's Literature in the Schools. Pub Date-24 Apr 87

Pub Date—24 Apr 87
Note—16p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 042-047.
Available from—Frances Smith Foster, San Diego State University, Department of English, San Diego, CA 92182-0295.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Anthologies, Authors, *Childrens Literature, *Cultural Differences, Elementary Secondary Education, *Ethnocentrism, Literature Appreciation, Minority Group Children, *Multicultural Education, Textbook Selection, *United States Literature

*United States Literature lentifiers—*Ethnic Literature

Identifiers—"Ethnic Literature

American educational institutions have used the
literature of a few Anglo men to represent American
literature. The problem of this one-sided presentation was alleviated somewhat during the 1960s when publishers began to offer some works of ethnic
writers, especially for elementary school children.
This was the result of influence by the civil rights
movement and the feminist movement, which made
people aware that white men were not the only people who contributed to American literature. In the
1980s the discussions moved to the psychological
impact of literature on the individual. Not only do ple who contributed to American literature. In the 1980s the discussions moved to the psychological impact of literature on the individual. Not only do multicultural reading materials enhance reading skills, but they also sharpen sensitivity on the commonalities of human experience and improve the self-esteem of racial and ethnic minorities. Some retrenchment has been in evidence in the past few years as ethnic literature has become less available than it was in the 1970s. Further, many recent books perpetuate common stereotypes and misconceptions about minorities. Some educators try to find the one book that encompasses the ethnic experitions about minorities. Some educators try to find the one book that encompasses the ethnic experi-ence without realizing that no single work can rep-resent the totality of a point of view. Others make the assumption that all books with ethnic characters are ethnic literature. Bibliographies with ethnic cat-egories and identifiers can help educators to find and understand ethnic literature. (VM)

ED 291 843 skoski, Helen

Jaskaki, Helen
Is Writing an Appropriate Technology?
Pub Date—24 Apr 87
Note—8p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MP01/PO10 Plus Postage.
Descriptors—*American Indians, Anthologies, *Appropriate Technology, Audiotape Recordings, *Ethnography, *Oral Communication Method, Performance, *Poetry, Videotape Recordings

UD 026 042

ings, *Ethnography, *Oral Communication Method, Performance, *Poetry, Videotspe Recordings Identifiers—*Transcription Method
This paper discusses ways to think about the dynamics between oral productions and technologies for recording texts. It addresses the special problems of collecting, interpreting, and transcriping literature of North American Indians. Many of the original transcriptions of these works were done with an Indian translator for whom English was not the first language. This accounts for the incompleteness of early works. Later, when audio recordings were used, the quality of transcription improved. In the 1960s an approach called ethnopoetics further aided the transcription process by concentrating on the maintenance of linguistic accuracy and fidelity to the performance context. Now video recording technologies make it possible to have a more expansive record of oral literary productions. This technologies make it possible to have a more expansive record of oral literary productions. This technologies make it possible to have a more expansive record of oral literary productions. This technologies make it possible to have a more expansive record of oral literary productions. This technologies make it possible to have a more expansive record of oral literary productions. This technologies require economic considerations which plain writing did not. They also require a considerable amount of infrastructure, such as power lines which put the transcriber and the audience in a dependent posi-

tion. (VM)

ED 291 844 Newman, Katha A Community UD 026 043

A Community of Schol Pub Date—24 Apr 87

Newman, Katharine D.

A Community of Scholars.
Pub Date—24 Apr 87

Note—20p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PO01 Ples Postage.
Descriptors—Black Literature, Cultural Differences, *Cultural Pluralism, *Hispanic American Literature, Literary Criticism, *Minority Groups, *United States Literature Identifiers—*Ethnic Literature, Literary Collaboration, Literary Quality, Third World
This opening address at the annual conference of the Society for the Study of the Multi-Ethnic Literature of the United States (MELUS) introduces a community of ethnic scholars who make a considerable contribution to American Literature. The focus of the conference and the organization is to show that American literature does not have to be written in English and does not have to come out of a European tradition. Ethnic American writers must work to achieve a sense of community, and MELUS is the means by which this can be done. An editorial committee has been formed to work on publishing MELUS books. The organization attempts to keep standards of acholarship and integrity high among its members. Its multi-ethnic approach has been criticized by some who argue that it lessess the integrity of each group's cultural space, thus forcing an unwanted sort of assimilation. But the philosophy of the organization is that separate divisions for various ethnic groups will have less power to make an impact on American literature as a whole than will a unified group. MELUS will continue to proclaim the totality of American literature through its multi-ethnic approach. (VM)

UD 026 044

Fujita, Gayle K.
"Picture Bride" as a Definition of "Third World"

Pulita, Gayle K.

"Picture Bride" as a Definition of "Third World"
Poetry.
Pub Date—24 Apr 87
Note—9p.: Paper presented at the Annual Conference of the Society for the Study of the Multi-Bithnic Literature of the United States, (1st, Irvine, C.A., April 24-30, 1987). For other conference papers, see UD 026 041-047.
Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MFDI/POB Plus Postage.
Descriptors—*Art Expression, Creativity, *Cultural Images, Ethnicity, Females, *Imagery, Japanese Americans, *Poetry, *Symbolism, *United States Literature
Identifiers—*Ethnic Literature, Similes
This conference paper describes how the phrase "picture bride" is used as a metaphor in ethnic poetry. It is used in poems which concern female creativity in the areas of art and housekeeping. The phrase represents the fusion of concepts and ideas which are usually thought of in juxtaposition with each other. These concepts and ideas are the following; (1) female/male; (2) west/east; (3) feminits/sexist; (4) rural/urban; (5) outdoors/indoo

Thompson, Thomas C. Cortes, Carlos E.
Objectifying the Subjective: toward the Development of a Computerized Database of the Treatment of Ethnicity and Foreignness in American Motion Pictures.
Pub Date—30 Apr 87
Note—7p.; Paper 2009.

ence of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047. Pub Type— Reports— Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MFDI/PCDI Plus Postage.
Descriptors—Characterization, Computers, Content Analysis, "Cultural Images, "Databases, "Ethnicity, Film Criticism, "Films, Foreign Countries, Influences, "Mass Media Effects, "Minority Groups, Public Opinion
This paper reports on a project to construct a computerized database of the treatment of ethnic groups and foreign nations in American motion pictures. The project is being conducted in response to a need for a scholarly examination of how film depicts these groups and nations. Since these media presentations are important influences on public perception, it is useful to assess the continuities and changes that have occurred over time and to compare these with public sentiment. Notes have been taken on over 3,000 films and film reviews. These will be coded on various descriptive variables and on subjective characteristics concerning ethnicity and nationality. Characters in the films will be judged in terms of the following variables: (1) identity; (2) function; (3) treatment; (4) physical and spechological profile; and (5) moral stature. Topics which provide insight into changing American values and taboos will be coded also. The development of the database is a multi-year project which is never-ending, given the number of motion pictures how motion pictures have influenced popular images and how they contribute to global culture. (VM)

ED 291 847 UD 026 046

Clark, Katherine W.
Using Multi-Ethnic Literature in the Comp
Classroom: Overcoming the Obstacles.
Pub Date—26 Apr 87

Pub Date—26 Apr 87

Note—12p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (1st, Irvine, CA, April 24-30, 1987). For other conference papers, see UD 026 041-047.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Pestage.

Descriptors—American Indians, Asian Americans, Black Students, "College Curriculum, "College Faculty, Cultural Differences, Cultural Pluralism, Higher Education, Language Acquisition, "Literature Appreciation, "Multicultural Education, "Required Courses, Role Models, Textbook Selection, "Writing Instruction Identifiers—"Ethnic Literature

lection, "Writing Instruction Identifiers—"Ethnic Literature
A comprehensive composition course for the college level should include the strengthening of cognitive skills, language skills, social organization, and language patterns. The subjects which students are asked to read and write about should be multi-cultural in nature so that students learn more about other cultures while they analyze their own cultural experiences. Many constraints limit the professor's ability to have such a well rounded curriculum. In a composition course at the University of California at Irvine the constraints are the following: (1) the large number of students in the class, (2) the commitment to finish the course in a ten-week quarter; (3) the placement of the course in the English Department, where the faculty has narrow views about what constitutes a good composition course; (4) staff members who are mostly Anglo and have little knowledge of multi-ethnic literature; (5) the bias of publishers against including some ethnic groups but not others, like Asian Americans and American Indians; (6) the cost of books; and (7) student resistance to all or part of the multi-cultural approach. The solutions to these problems may be that instructors of these courses must develop and evaluate their work outside of the mainstream of existing departments, and students must be encouraged to validate their own cultural experiences as well as those of other groups. (VM)

ED 291 848 UD 026 047

ED 291 848
Birmbaum, Lucia Chiavola
Oral Tradition of Italian-Americans.
Pub Date—24 Apr 87
Note—7p.; Paper presented at the Annual Conference of the Society for the Study of the Multi-Ethnic Literature of the United States, (Ist, Irvine, CA, April 24-30, 1987). For other confer-

ence papers, see UD 026 041-047. ub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Reports - Descriptive (141)

tive (141)
EDRS Price - MPDI/PC01 Plus Postage,
Descriptors—Acculturation, *Activism, *Pemales,
Feminism, *Folk Culture, Foreign Countries, Immigrants, Italian Americans, *Oral History, Political Power, Religious Education, Self

nation ---Catholic Church, *Italian Culture, Identific *Italia:

Identifiers—Catholic Church, *Italian Culture, *Italians The sasimilation of Italians into American culture led to the loss of the Italian language, and an oral tradition of Italian peasants in which Italian feminist philosophy was grounded. The legends, parables, and proverbs told by these Italian women challenged the teachings of Catholicism, perpetuating an underground religious tradition which worshipped female deities. Some of the activits activities of these women are the following: (1) socialist demonstrations in the late 19th century; (2) anarchist, Marxist, and feminist confrontations which led to social changes; (3) opposition to troop trains to Libys; (4) protests of World War I; (5) strikes; (6) resistance to fascism; and (7) the practice of birth control in defiance of church and state. The political impact of the women's oral tradition was a self-determined libertarian socialism. The study of this movement was documented in volumes of folkiore in the 19th century. Today in Italy the study of this oral tradition in considered an enterprise of the political left. (VM)

UD 026 048 Schilling, Brenda And Others
Cross-Caltural Counseling. A Guide for Nutrition and Health Counselors.
Department of Agriculture, Washington, D.C.; Department of Health and Human Services, Washington, D.C.

partment of reath and riuman services, washington, D.C.

Report No.—FNS-250

Pub Date—Sep 86

Note—41p.; Photographs will not reproduce clearly.

Pub Tyne—Guides - Non-Classroom (055)

clearly.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Poetage.
Descriptors—American Indians, Asian Americans,
Belieft, Blacks, *Counseling Techniques, *Counselor Client Relationship, Cultural Awareness,
Cultural Differences, Cultural Influences, Cultural Insits, Esting Habits, *Health Education,
Health Needs, *Intercultural Communication,
Majority Attitudes, *Minority Groups
Identifiers—Child Health Care, *Cross Cultural
Counseling, *Cultural Sensitivity, Maternal
Health

Counseling, "Cultural Sensitivity, Maternal Health
The United States is a land of people with diverse cultural and ethnic backgrounds. There will be a time when every counselor is called on to serve clients from a culture different from his or her own. This guide promotes awareness of cross-cultural counseling problems, and provides information for counseling clients with different beliefs, customs, and behaviors related to food and health. A "standard" approach to counseling that does not consider a client's cultural background can creste barriers that block effective communication. The following issuess are discussed: (1) cultural values; (2) health beliefs, including health-related dietary practices, maternal health, and child health; and (3) approaches to dietary change. The attitudes held by the following cultural minority groups regarding the above issues are discussed in an appendix: (1) Asian and Pacific Americans; (2) Black Americans; (3) Hispanic Americans; (2) Black Americans; (3) Hispanic Americans; (2) Black and communicating style affect the counseling process. The following aspects of nonverbal and verbal communication should be kept in mind: (1) silenoe; (2) distance; (3) eye contact; (4) emotional expression; (5) body language; (6) formality; (7) rapport; and (8) subject. If the client is not a native English speaker, the counselor should use simple vocabulary, and speak slowly and clearly. The advantages and disadvantages of using an interpreter are discussed. There are sometimes barriers to sequiring accurate information: approaches to overcoming them are suggested. A "Quick Guide for Cross-Cultural Counseling." and lists of references citing 80 sources are included. (BJV)

ED 291 850 UD 026 050 chool Community Education Program in New York City 1985-86: Volume I. OEA Evaluation

New York City Board of Education, Brooklyn. Of-fice of Educational Assessment.

fice of Educational Assessment.
Pub Date—Jul 87
Note—98p.; For volumes I-IV 1984-85, see ED 278
130-133. For volumes II-IV 1985-86, see UD 026 051-053.

Note—98p.; For volumes II-IV 1984-85, see ED 278
130-133. For volumes II-IV 1985-86, see UD 026
051-053.
Pub Type—Reports - Evaluative (142) — Reports
- Descriptore (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Academic Achievement, Academically Gifted, Basic Skills, Computer Literacy, Computer Oriented Programs, Elementary Secondary Education, English Instruction, Parent Student Relationship, Program Design, "Program Evaluation, "School Community Programs, Tutorial Programs, "Urban Education, Urban Schools Identifiers—"New York (New York)
During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers, and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview. Here their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview. Here of the following projects, which provided basic skills. Eaglish, and computer literacy instruction to elementary, intermediate, and high school students: (1) Pelo Grounds Valley Inn.—Improving Reading Achievement; (2) Harlem School-Community Tutorial Project; (3) Project LO

ED 291 851 UD 026 051 chool Community Education Program in New York City 1985-86: Volume II. OEA Evaluation

Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Jul 87
Note—103p; For volumes I-IV 1984-85, see ED 278 130-133. For volumes 1-IV 1985-86, see UD 026 050-053.

O26 050-053.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Environment, Elementary Secondary Education, Environmental Research, Ethnic Studies, Fine Arts, Oral History, *Program Evaluation, *School Community Programs, Social Studies, Staff Development, *Urban Education

grams, Social Studies, Staff Development, *Urban Education Identifiers—*New York (New York)
During 1985-86 the School Community Education Program (also known as the Umbreila Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five at stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the

findings, and offers recommendations for improvement. This document, Volume II, presents evaluation reports of the following projects on social, ethnic and environmental studies, and instruction on communication and the arts (1) Education and Camping Opportunity through Learning Environment (E.C.O.L.E.); (2) Urban Environmental Program for Elementary School Pupils; (3) Sang Harbor Cultural Center-Across Foru Bridges; (4) Wave Hill Urban Environmental Program; (5) Refocusing Attitudinal Perspectives (RAP); (6) God-dard-Riverside Environmental Education Program; (7) Ethnic Awareness Program; (8) Oral History Program; (9) Lenox Hill-Environmental Education Program; (10) The Museum Connection. Data are presented on 13 tables. Appendices include copies of program-developed assessment instruments. (BJV)

ED 291 852 UD 026 052 chool Community Education Program in New York City 1985-86: Volume III. OEA Evaluation

New York City Board of Education, Brooklyn. Of-fice of Educational Assessment. Pub Date—Jul 87 Note—118p; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-IV 1985-86, see UD 026 050-053.

Note—118p.; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-IV 1985-86, see UD 026 030-053.
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Art Activities, Early Childhood Education, Elementary Secondary Education, Logical Thinking, Mastery Learning, Mathematics Instruction, "Program Evaluation, Science Instruction, "Staff Development, "Urban Education, Urban Schools, Writing Instruction identifiers—"New York (New York)
During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and atudents, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful: 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for faiture. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the findings, and offers recommendations for improvement. This volume, Volume III, presents evaluation reports of the following staff development in Writing Instruction; (3) STAR LABS, (4) Mathematics Improvement Program; (5) Resonning/Thinking Skills Program; (6) Arts in General Education (AGE); (7) Enrichment Program (5) Resonning/Thinking Skills Program; (6) Arts in General Education (AGE); (7) Enrichment Program (7) Resonning/Thinking Skills Program; (6) Arts in General Education (AGE); (7) Enrichment Program (7)

ED 291 853 UD 026 053 chool Community Education Program in New York City 1985-86: Volume IV. OEA Evaluation

New York City Board of Education, Brooklyn. Of-fice of Educational Assessment. Pub Date—Jul 87 Note—45p; For volumes I-IV 1984-85, see ED 278 130-133. For volumes I-III 1985-86, see UD 026

050-052.

Pub Type— Reports - Evaluative (142)
EDRS Price - MPBI/PC04 Plus Postage.
Descriptors—Academically Gifted, Attendance,
Career Awareness, Conflict Resolution, Curriculum Development, Early Childhood Education,
"Educational Experience, Elementary Secondary
Education, Family Programs, Health Programs,
Magnet Schools, Parenting Skills, Pregnant Students, "Program Evaluation, School Choice,"
School Community Programs, Science Instruction, Tutorial Programs, "Urban Education, Urban Schools

Identifiers—*New York (New York)

During 1985-86 the School Community Education Program (also known as the Umbrella Program), funded by the New York State Legislature, provided a variety of educational and training experiences to some 25,871 participants, including pre-kindergarten children and their parents; and students, teachers and supervisors from kindergarten through grade 12. The program consists of 44 different projects designed to provide innovative solutions to local educational and school problems. The 1985-86 evaluation indicates that in general the program was successful. 38 projects met their stated objectives, and some were highly successful. Of the six projects that did not reach their objectives, five set stringent objective criteria that may have been beyond their grasp. Those projects that failed to meet their stated objective should be closely monitored to identify the reasons for failure. Evaluation reports for each project are presented in four volumes. Each report contains a brief project overview, describes the evaluation methodology, presents the indiags, and offers recommendations for improvement. This volume, Volume IV, presents evaluation reports of the following projects, which provided a variety of educational experiences to participants: (1) High School Preparation and Choice; (2) HELP: Neighborhood Center; (3) Bast Harlem Pre-kindergarten Center; (4) Brooklyn College Tutorial Center; (5) Publishing Activity Center; (6) Basic Skills After-School Program; (7) Parenting Education; (8) Science Instructional Support System; (9) Travelting Body Shop; (10) Pre-School Grited and Talented at Brooklyn College Tutorial Center; (11) Parent Cooperative Nursery Program; and (12) Peace Education Program. Data are presented on 14 tables. Appendices include copies of program-developed assessment instruments. (BJV)

UD 026 054

Demoulin, Donald F.

Juvenile Delisquents, the Martial Arts, and Behavior Modification: An Experimental Study for the Intervention.

social Intervention.

Pub Date—87

Note—57p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—*Adolescents, Attitudes, *Behavior Modification, *Delinquent Rehabilitation, Group Dynamics, High Risk Persons, Incentives, *Individual Development, *Males, Philosophy, *Physical Education, Self Concept. Identifiers—*Martial Arts

Adolescents are particularly open to the influences of interventions that restructure their attitudes and self-concept. This study assesses the influence of martial arts training that incorporates a philosophy of life along with strict discipline. The hypothesis was that such training could positively influence juvenile delinquents and contribute to their rehabilitation. Martial arts training was given to 20 delinquent males. These juveniles, aged 12-17 years, were assessed on the following treatment variables: (1) therapeutic effects that occurred as they helped each other during interactive sessions of the training, (2) knowledge of martial arts gained through the training as reflected in their personal performance on tests; and (3) the attendance record of each participant. The dependent variable was the degree of improvement in the participants' feelings and actions. The findings confirmed the hypothesis. Other conclusions were the following: (1) the participants had a very realistic view of themselves and their performance; (2) the trainnes who felt a greater sense of freedom to participate performed better; (3) the best environment for this training with these subjects is one that is strictly controlled and disciplined, and has reinforcement incentives; and (4) more research is needed in the area of assessing the performance of this type of subject. Copies of the questionnaire given to the trainees, and the proficiency tests and a five-page list of sources, are included. (VM)

UD 026 055

ED 291 855
Claus, Richard N. Quimper, Barry E.
Long-Term Continuous and Sustained Effects of
Chapter 1 Participation 1983-1985, Evaluation
Report.
Sagrinav Public Schools, Mich. Dept. of Evaluation
Georgional

Saginaw Public Schools, Mich. 2003. Services. Pub Date—Aug 87 Note—39p. Pub Type— Reports - Evaluative (142) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, *Compensatory Education. *Criterion Referenced Tests, *Educational Improvement, *Educationally Disadvantaged, Elementary Education, High Risk Students, Longitudinal Studies, Mathematics Achievement, Program Effectiveness, Reading Achievement Identifiers—*Education Consolidation Improvement Act Chapter 1, *Saginaw City School System Mil.

Identifers—"Education Consolidation Improvement Act Chapter I, "Saginaw City School System MI

This study from the city school district in Saginaw, Michigan measures the effects of the Chapter I Academic Achievement program on fifth grade students during the 1981-82 school year. A total of 463 students were classified into four categories depending on whether they were single year, multiple year, or continuous participants in the program; or whether they were from the regular education program. Three different standards were used to gauge the growth of the three groups receiving compensatory education: (1) normal curve equivalent; (2) normal growth; and (3) relative growth. The single and multiple year groups failed to meet the criterion score in reading, while the continuous group exceeded it. All three groups exceeded normally expected reading growth but failed to do so in mathematics. On the index that compared the compensatory groups to the regular group, only the continuous group showed a decrease in the gap between their group and the comparison group. The recommendations were the following: (1) future studies such as this one should be outlined in advance to assure that accurate longitudinal records are kept; (2) special studies are needed for students who test high but are still in need of compensatory education; and (3) these kind of data should be collected state-wide and shared with all of the educational community. Tables, appendices providing calculation instructions in gap reduction research design, and a brief bibliography are included. (VM)

ED 291 856

Claus, Richard N. Quimper, Barry E.

Compensatory Education Product Evaluation: Academic Achievement (A2) and Prevention Programs (P2) 1986-1987. Evaluation Report.

Saginaw Public Schools, Mich. Dept. of Evaluation

Services.
Pub Date—Jul 87
Note—53p.; For 1 -53p.; For related document, see ED 281

851.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education, *Educational Improvement, *Educationally Disadvantaged, Elementary Secondary Education, Incentives, *Inservice Education, Mathematics Instruction, Parent Participation, Pilot Projects, *Program Effectiveness, Reading Instruction, Scores Identifiers—Education Consolidation Improvement Act Chapter 1, *Saginaw City School System MI

Identifiers—Education Consolidation Improvement Act Chapter 1, *Saginsw City School System MII

This evaluation report describes and assesses a compensatory education delivery system in the school district of Saginaw, Michigan. Three reading and math programs, for selected grades between grade 1 and grade 9, had the following goals: (1) to provide intensive academic instruction to the educationally disadvantaged; (2) to involve parents in the program; (3) to supply students with incentives for academic improvement; (4) to operate staff inservice programs; (5) to measure academic growth; and (6) to prepare students to effectively meet the academic competition of the general classroom. The 1986-87 delivery system showed a decrease from the previous year in the percentage of participants who achieved grade level in reading. There was some improvement in the percentage who achieved grade level in math. The overall results remained strong. The following recommendations were made: (1) communications should be improved among all involved in compensatory education programs; (2) there must be more inservice activities; (3) there must be greater recognition and rewards for excellence for both students and teachers; (4) student testing and selection procedures must be improved; and (5) efforts must be made to reduce variations in the program between building sites. Statistical data are presented in four tables and three appendices.

ED 291 857 UD 026 057 nt Involvement in Learning Action Packet, earch, Strategies and Programs for Special

Research for Better Schools, Inc., Philadelphia, Pa. Pub Date—87
Note—31p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PCU Plus Postage.
Descriptors—"Academic Achievement, "Cognitive Processes, Coping, "Cultural Differences, Educational Strategies, "Failure, "High Risk Students, Locus of Control, Problem Solving, Self Esteem, "Student Reaction, Success, Task Analysis
To improve the responsiveness of educational programs to the needs of low achieving, at risk students, Research for Better Schools (RBS) has developed an assessment procedure. This document is the portion of that procedure that addresses the involvement of students in their learning, or how low achieving students cognitively operate on coutent. The discussion is set in the context of various teaching styles that may be used to transmit this content to the students. This approach is a departure from what has been practiced and researched in the past, when the focus was on how teacher's beliefs, attitudess and expectations influence their dealings with students. This new approach adds an important student-centered dimension to the analysis of teaching and learning. Research literature related to the following topics is reviewed: (1) the differences between low achievers and high achievers in the performance of cognitive tasks; (3) how students respond to success and failure happen, and what they do as reactive behavior; and (4) how cultural differences affect academic achievement. A nine-page list of references is included. (VM)

ED 291 858 UD 026 058

ED 291 858

Achilles, C. M. And Others

Evaluation of Three Years of a Basic Skills Remediation Project in Tennessee. The Knoxville City Schools (KCS) Proficiency Test Project: Summary of Results.

Pub Date—12 Nov 87

Note—32p.; Some small print. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 12, 1987).

Pub Type— Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MPOI/PCO2 Plus Postage.
Descriptors—Academic Achievement, "Basic Skills, Educational Improvement, Grade 9, High Schools, Middle Schools, "Minimum Competency Testing, Pretests Posttests, "Program Effectiveness, "Remedial Programs, Teacher Attitudes, "Test Coaching, Test Results, Test Wiseness, "Urban Schools

Identifiers—"Knoxville City Schools TN

"Test Coaching, Test Results, Test Wiseness, "Urban Schools Identifiers—"Knoxville City Schools TN
The Knoxville City Schools (KCS) Proficiency Project ran from fall 1944 to spring 1987 in three Knoxville, Tennessee, middle schools and three high schools. Students in three of the eight KCS high schools were scoring consistently lower than pupils in the other schools on the grade 9 State Proficiency Test, especially in math (M) and language arts (LA). The primary intervention was a group of three proficiency teschers; each worked with one middle school (especially grade 8) and one high school (especially grade 9) to help teachers prepare grade 9 pupils in the three target schools to pass the M and LA portions of the test. This paper compares annual test results in the following groups of schools. After one year of the project, or target; (2) other schools; and (3) city, i.e., total. In 1982 there were great differences among the three groups of schools. After one year of the project in 1985, but in 1987 the differences became comparatively less. The city scores for 1987 are greater than the 1982-84 average. The following explanations may account for this increase: (1) the target schools soores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (3) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (3) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (3) the other schools' scores pulled up the city scores; (2) the other schools' scores pulled up the city scores; (3) the other schools' scores pulled up the city scores; (3) the other schools' scores pulled up the city scores; (4) the o

ED 291 859 Fang, Wei Li And Others UD 026 059

Assessing Racial Attitudes in a University Setting. Pub Date—15 Oct 87

Assessing Racial Attitudes in a University Setting.
Pub Date—15 Oct 87
Note—10p.; Paper presented at the Annual Moeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MFB1/PCB1 Plus Postage.
Descriptors—"Attitude Measures, Black Students, College Administration, College Paculty, "College Students, Graduate Students, Higher Education, Questiomanires, "Racial Attitudes, Racial Distribution, Racial Relations, "School Surveys, "Test Construction, Test Results, White Students Identifiers—University of Virginia Attitudes, Racial Distribution, and vight percent of the students are black and less than one percent of the faculty are black. And less than one percent of the faculty are black. During the summer of 1986, an ad hoc committee of students, faculty, and administrators was formed, with the gool of increasing racial and multi-cultural awareness and improving race relations at the university. To best determine the course of action, the committee decided that the first step was to identify minority needs and the way students viewed intergroup relations. Initially undergraduate students were selected as the target group, but as instrument design progressed, committee members realized the importance of obtaining the perceptions of graduate students faculty, and administrators as well. The purpose of this paper is to present the development and refinement of the student instrument that was administered to students was a result of planning meetings that were held with nearly 30 student groups, committee meetings, and field tests. Results from the three instruments (administered to undergraduates, graduate students, and faculty and administrators) are briefly presented along with committee recommendations for future steps. (BJV)

UD 026 060

ED 291 860

Cervetti, Michael J.

Classroom Climate Properties for the Memphis Effective Schools Project on the Learning Environment Laventory.

Pub Date—Aug 87

Note—60p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 12, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—"Attitude Measures, Black Students,
"Classroom Environment, Grade 7, Grade 9,
Grade 10, Grade 11, High Schools, School Desegragation, "Social Cognition, "Student Attitudes,
"Urban Schools Identifiers—"Memphis City Schools TN

The purpose of the Memphis Effective Schools Project (MESP), first initiated in the fall of 1982, is to help alleviate educational deficits that black students have acquired over the years of segregated schooling. The philosophy behind the MESP is that all students can learn in a conducive learning environment; this study assesses students' perceptions of their learning environment. Questionnaires were administered to all seventh, minh, tenth and eleventh grade students from 11 Memphis City Schools to determine the following: (1) the MESP students' perceptions of classroom climate in relation to 15 measurable class group properties (cohesiveness, friction, cliqueness, competitiveness, favoritism, democracy, attifaction, apathy, diversity, goal direction, disorganization, difficulty, formality, speed, and environment); and (2) differences on class group properties within the effective schools; (2) MESP students perceived more cohesiveness, astifaction, democracy, and formality than did members of the control groups; (3) there was more cliqueness in the lower grades, regardless of group; and (4) the inner-city students perceived more cohesiveness in the more affluent schools. Data are presented on 20 tables and figures. A 103-item Learning Environment linventory is appended. (BJV)

UD 026 061 Comprehensive School Improvement and Plan Process 1985-86, OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Oct 87
Note—37p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC2 Plus Postage.
Descriptors—Administrator Role, Educational Facilities Improvement, Educational Improvement, Elementary Secondary Education, "Holistic Approach, Program Administration, "Program Development, Program Effectiveness, Program Evaluation, Program Improvement, "Staff Development, Staff Meetings, Staff Role, "Urban Education, "Urban Schools Identifiers—"New York (New York)
During 1985-86, its first year, the Comprehensive School Improvement and Planning process (CSIP) operated in 156 of 392 New York City schools identified by the State Education Department's Comprehensive Assessment Report (CAR) as most in need of improvement. CSIP offers a holistic approach to school improvement and planning, and is designed to meet the rigorous guidelines for achool improvement established in the CAR, as well as the Chancellor's Implementation Plan for Schools in Need of Assistance. The primary goal for the first year was for each school to submit a written, three-year plan presenting specific goals and activities designed to improve students' academic performance and the school's climate. Individual schools formed committees to write these plans, and CSIP facilitators assisted these committees in analyzing data, identifying problems, conducting surveys, and developing solutions. In general CSIP met its objectives. However, the programs had varying degrees of impact and soceptance across sites. The following recommendations are made: (1) principals and other staff should be made to realize that their commitment and participation is necessary for the success of CSIP; (2) planning committee members should have a common meeting during school hours, at lesst once a week; and (3) a program coordinator should be amplot on realize that their commitment and participation is necessary for the success of CSIP; (2) planning committee members should have a common meeting

ED 291 862

Welfare: Reform or Replacement? (Child Support Enforcement). Hearings before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundredth Congress, First Session Jinnary 23 and February 2, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Report No.—Senate-Hrg-100-335
Pub Date—87
Note—454p.; Many pages contain amail print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, D.C 20402.
Pub Type—Legal/Legislative/Regulatory Materials (990)

Reports - Descriptive (141)
EDRS Price - Mf901/PC19 Plus Postage.
Descriptors—Budgeting, Child Neglect, "Child Welfare, Employed Parents, Family Programs, "Federal Programs, Government Role, Hearings, "Lower Class Parents, Parent Child Relationship, "Parent Responsibility, Parent Role, Policy Formation, Pregnant Students, "Program Development, Program Effectiveness, Program Implementation, Program Proposals, Retrenchment, Unemployment, Unwed Mothers, "Welfare Services, Welfare Services, Welfare Services, Vell Being Identifiers—Aid to Families With Dependent Children, Child Health Care, Child Protection, Child Support

dren, Child Health Care, Child Protection, Child Support This document presents the hearings on child support enforcement before the Senate Subcommittee on Social Security and Family Policy of the Committee on Finance. Testimony was given by invited public officials and representatives of organizations that have recently issued reports and proposals on how to improve the existing welfare system and how to promose the well-being of families with children. Written statements by additional individuals were also submitted. The following are among the topics addressed: (1) the basic principles and goals of the proposals presented; (2) how parental responsibility for the care of children can be better enforced; (3) what role various levels of government ought to play; (4) the effectiveness of the proposals in strengthening families and reducing dependency on public assistance; and (5) how the recommendations can be implemented in a period of fiscal restraint. (BJV)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor Title	Microcomputers Public Education and Electronic Technologies. ED 226 725	Accession Number
Identifier	National Assessment of Educational Progress Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159 —	Accession Number

Toenagers Who Have Terminated Pregnancies: The Young Young and the Old Young. ED 291 050

Abstract Reasoning Regression Analysis of Measures of Abstract Rea-soning, Personality, Self, and Motivation.

ED 291 770 Young Children's Reasoning in Games of Nonsocial and Social Logic: "Tic Tac Toe" and a "Guessing Game".

ED 291 524

Abstracts

Abstracts of Research Papers 1988. Papers presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Kansas City, MO, April 7-10, 1988).

Resources in Education (RIE). Volume 23, Number 7.

ED 290 830

Addressing the Needs of Different Groups of Early Adolescents: Effects of Varying School and Classroom Organizational Practices on Students from Different Social Backgrounds and Abilities.

Can Reading Placement Scores Predict Class-room Performance? A Discriminant Analysis.

ED 291 440 Change in Self-Concept and Attributional Pat-terns of Gifted Adolescents as a Result of Consen-sual Validation.

A Comparison of a Biological Sciences Curricu-lum Study (BSCS) Laboratory and a Traditional Laboratory on Student Achievement at Two Pri-vate Liberal Arts Colleges.

The Construction of Lessons in Effective and Les Effective Classrooms.

ED 291 732 ECIA Chapter 1 Program Improvement Project in the Portland Public Schools. 1986-87 Evaluation

The Effects of Communication Avoidance, Learning Styles, and Gender upon Classroom Achievement.

ED 291 111 The Effects of Meiosis/Genetics Integration and Instructional Sequence on College Biology Stu-dent Achievement in Genetics.

ED 291 578 Identifying and Documenting Student Outcomes for Use in the Evaluation of Teachers When Stan-dardized Achievement Tests Do Not Apply. ED 291 772

The Kindergarten Screening Program: Research Findings and Related Issues 1986-87.

ED 291 508 ther-Child Interaction and Its Effect on

Oversight Hearing on Jobs and Education for the Homeless. Joint Hearing before the Committee on Education and Labor and the Select Committee on Aging. House of Representatives, One Hun-dredth Congress, First Session (Los Angeles, Cali-fornia, March 20, 1987).

ED 291 035 Picacho Junior High School Excellence Award: A Report to the Department of Education, December 1987.

The Relationship between Teachers' Ratings and Students' Self-Reported Motivation.

ED 291 493 Rural & Distance Education. A Bibliography with Particular Emphasis on Australia.

ED 291 531 School Community Education Program in New York City 1985-86: Volume I. OEA Evaluation

ED 291 850 School Performance, Status Relations, and the Structure of Sentiment: Bringing the Teacher Back In. Report No. 9.

ED 291 841 Sources of Student Achievement: Student Moti-vation, School Context and Family Background. ED 290 997

Student Involvement in Learning Action Packet. Research, Strategies and Programs for Special Populations.

ED 291 857 A Study of the Relationship Between Class Size and Achievement.

ED 291 527 Toy-Playing Behavior, Sex-Role Orientation, Spatial Ability, and Science Achievement of Fifth Grade Students: Are They Related?

ED 291 581

Academic Advising
Diagnostic and Prescriptive Interviews with
Transfer Students in Academic Jeopardy. Re-search Report #16-57. ED 291 445 Diagnostic and Prescriptive Interviews with Undecided Freshmen in Academic Jeopardy. Research Report #9-87.

ED 290 973

Academic Failure
Diagnostic and Prescriptive Interviews with Undecided Freshmen in Academic Jeopardy. Research Report #9-87.

The Dropout's Perspective on Leaving School. Highlights: An ERIC/CAPS Digest.

ED 291 015

Academic Freedom
The Challenge of Catholicity.

ED 291 284 Dictatorships and Repression against the Universities: The Transition to Military Rule in Latin America and the Impact on Enrollments in the

ED 291 659 Frances Eisenberg at Canoga Park High School, 1946: Prelude to McCarthyism in the Los Angeles Public Schools. ED 291 638

Academic Libraries
The Acquisitions Librarian in Academic Librar-

An Assessment Center for Librarians? What Do Library Managers in the California State Univer-sity Think?

ED 291 379 The Canadian Off-Campus Library Services Survey, 1985.

Library and Learning Resources Management: Current Trends.

ED 291 387 Report on 1987 Evaluation of the Illinois Board of Higher Education's Cooperative Collection Man-agement Program.

ED 291 391 Use of the University of Minnesota's Walter Li-brary: A Follow-Up Survey of Student Users. ED 201 307

Academic Persistence
Diagnostic and Prescriptive Interviews with
Transfer Students in Academic Jeopardy. Re-search Report #16-87.

ED 291 445 Factors Affecting Persistence of Deaf College

ED 291 187

Academic Standards

ED 291 133

ED 291 150

Academic Standards California Community Colleges as Providers of The Effect of a "C" Average Grade Requirement on the Dropout Rate of Extracurricular Activities in the Anchorage Public Schools. Program Standards for Business Education. Vocational Education Program. Testing To Improve the Quality of Our School Academically Gifted
Change in Self-Concept and Attributional Patterns of Gifted Adolescents as a Result of Consensual Validation. An Examination of Admissions Practices at the North Carolina School of Science and Mathemat-A Pactor Analytic Study of Attitudes of Gifted Secondary Students toward Science. Strategies for Differentiating Curricu ED 291 087 Acceleration (Education)
School-College Partnerships-A Look at the Major National Models. ED 291 320 Access to Education
Access and Quality in Higher Education and Research. Can Ontario Afford To Support Both? Can Ontario Afford Not To? ED 291 282 Minority Participation in Graduate Education: An Action Plan. The Report of the National Invitational Forum on the Status of Minority Participation in Graduate Education (Washington, D.C., October 23, 1986). ED 291 272 Accessibility (for Disabled)
Cost Effective Ideas for Serving Disabled Students on Campus. 1985-86 Edition. ED 291 280 Financial Aid for Students with Disabilities. 1987 Edition. ED 291 280 RD 291 279 Accident Prevention
Where Our Children Play. Elementary School
Playground Equipment. Volume 1. ED 291 747 Why Young Children Choke on Food: How To Prevent It. ED 291 499 Accountability
Consumer Rights and Accountability in Post-secondary Vocational-Technical Education: An Exploratory Study. ED 290 921

Accreditation (Institutions)
Accreditation of Postsecondary Institutions: An Approved Teacher Education Programs in South Carolina 1987-88. Edition VI. Consumer Rights and Accountability in Post-secondary Vocational-Technical Education: An Exploratory Study.

dardized Achievement Battery. ED 291 806 Using the Comprehensive Nursing Achievement Test as a Predictor of Success on the National Council Licensure Examination. Learning Theory and Applications Seminar. ED 291 143 ED 200 912 Acquired Immune Deficiency Syndrome AIDS and the Newborn. Report on a WHO Con-sultation (Copenhagen, Denmark, April 9-10, 1987). Health for All 2000 Target 4. ED 291 477 AIDS Epidemic. Hearing before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session on Reviewing Federal Efforts Being Conducted toward Combating the AIDS Epidemic. ED 291 674 ED 290 988 ED 291 201 AIDS Instructional Guide: Grades K-12. Health. Assessment of AIDS Risk among Treatment Seeking Drug Abusers. ED 291 708 ED 290 967 Preventing AIDS. Health Education Curriculum Supplement for Middle Level Schools. ED 291 560 ED 291 702

ACRL Bibliographic Instruction Section BIS Handbook: An Organizational Manual & Di-rectory. Revised. ED 291 400 Action Research
Colleges of Education/Arts and Sciences and Local School Districts: Collaborative Efforts. ED 291 701

Oral Tradition of Italian-Americans. ED 291 848 Adapted Physical Education Comprehensive System of Personnel Develop-ment in Physical Education (CSPD-PE). Final Report.

ED 291 215 Needs Assessment Management in Special Physical Education. Comprehensive System of Personnel Development in Physical Education. ED 291 214

Adjustment (to Environment)
Critical Phases among Adoptees and Their Families: Implication for Therapy. ED 291 479

Administrative Change
The Microcomputerization of Business Schools.
Part I: General Strategies, Lessons, and Issues.
Part II: A Case Study of the UCLA Graduate
School of Management. ED 291 264

dministrative Internship Programs
The Administrative Internship: Site and Supervisor Selection. ED 291 133

Administrative Organization
BIS Handbook: An Organizational Manual & Di-rectory. Revised. ED 291 400 Policy. School Board Library Series, Volume 2. [Revised]. ED 291 128

Administrative Policy
Due Process for School Officials: A Guide for the
Conduct of Administrative Proceedings. ED 291 127

dministrative Principles Priorities for Extension.

ED 291 298

ED 291 705

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Achievement Tests Sex Differences in Item Performance on a Stan-

Administrator Attitudes
An Assessment Center for Librarians? What Do
Library Managers in the California State University Think?

ED 291 533

ED 291 379 An Assessment of Learner Needs within the Framework of Technological Innovation in Utah. ED 291 365 Cost-Benefit Analyties. Final Report. nefit Analysis of U.S. Copyright Formali-

ED 291 401 actors Influencing the Occurrence of Adult Ag-cultural Education Programs. ED 290 916 The Perceptions of Chicago Area Principals Re-garding Liability for Educational Malpractice.

Administrator Characteristics Fund Raisers of Academe.

ED 291 290 of Certified Personnel Profile. Characteristics of Certified Public School Employees 1978-79 through 1986-87.

School Administration: Gender, Position, and District. ED 291 148

ministrator Education

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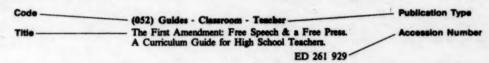
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JC —Junior Colleges

PS - Elementary and Early Childhood Education

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		SE048874	ED291549	SO018806 SO018808	ED291643 ED291644//	SP030016 SP030026	ED291738 ED291739
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THESAURUS ADDITIONS AND **CHANGES**

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the Thesaurus of ERIC Descriptors.

ABSTRACTS SN (Score (Scope Note Added) (note: do not confuse with "Bibliographic Records")

H

ACQUIRED IMMUNE DEFICIENCY SYNDROME SYNDROME
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions

UF AIDS (Disease)
HTLV 3
Human Immune Additional Processing States of the States

Human Immunodeficiency Virus Human T Cell Lymphotropic Virus Type 3

ADULT CHILDREN Grown-up sons and daughters (approximately 18+ years of age)
Adult Offspring
Grown Children

LEOGRAPHIC DATABASES Dec. 1987 Organized collections of machine-readable rec-ords that describe books, journal articles, re-ports, or other primary sources of information BIBLIOGRAPHIC DATABASES

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS

Dec. 1987

SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

CAREGIVERS

SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CITATIONS (REFERENCES) Mar. 1980 SN (Scope Note Changed) References that iden-tify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

Games played on computers, as either edu-cational tools or recreational pastimes COMPUTER GAMES

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions COMPUTER PERIPHERALS

UF Computer Auxiliary Equipment

PUTER PRINTERS

Jan. 1988
Computer output devices that produce readable, hard-copy data on paper, film, etc. COMPUTER PRINTERS

COMPUTER SYSTEM DESIGN

SN The process of selecting, setting up, and
modifying a system of computer hardware
and software—also, the layout and specifications of a computer system

UF Computer System Development

APUTER TERMINALS

Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesauras) COMPUTER TERMINALS

COURSE INTEGRATED LIBRARY INSTRUCTION

SN Library instruction given as part of a course in another subject, i.e., English, history, etc.

UF Course Related Library Instruction

DATABASE DESIGN

SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this pro-

DISK DRIVES Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

SN Computer storage devices in the form of small flexible magnetic disks enclosed in semiripid jackets—generally used with microcomputers

UF Diskettes

Flexible Disks

FULL TEXT DATABASES

SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION Jul. 1966 SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

Hiring (Fernausei)
USE PERSONNEL SELECTION

MAGNETIC DISKS ONETIC DISKS

Compter storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future

MAGNETIC TAPES (Soope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MODEMS SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end

UF Modulator Demodulators

NUMERIC DATABASES

N Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION Application of computer and communica-tions technologies to office functions and tasks

Peer Tutoring USE PEER TEACHING and TUTORING

Retention (in Grade)
USE GRADE REPETITION

Sociodramatic Play USE DRAMATIC PLAY

SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

Symbolic Play USE PRETEND PLAY

TACTILE STIMULI UF Tactual Stimuli Jan. 1988

Text Editing USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

VIDEO DISPLAY TERMINALS UF Cathode Ray Tube Terminals Visual Display Units Jan. 1988

WRITING ACROSS THE
CURRICULUM
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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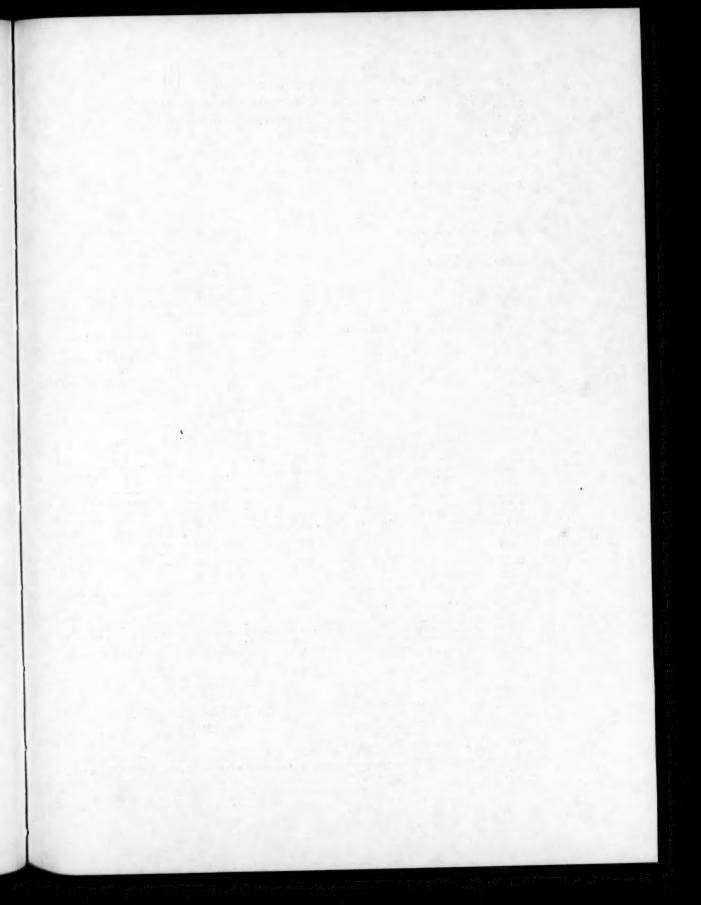
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